

KNOWLEDGE AND PRACTICAL
EXPERIENCES OFFERED BY
HIGHER EDUCATION PROGRAMS
WITH RESPECT TO SPECIAL
NEEDS EDUCATION

*A study of university students' opinions in
Georgia*

TSIRA BARKAIA



Master of Philosophy in Special Needs Education
Department of Special Needs Education, Faculty of
Education

UNIVERSITY OF OSLO, NORWAY

Spring 2010

© Tsira Barkaia

2010

Knowledge and Practical Experiences Offered by Higher Education Programs With Respect to Special Needs Education. A study of University Students' Opinions in Georgia

Tsira Barkaia

<http://www.duo.uio.no/>

Trykk: Reprosentralen, Universitetet i Oslo

Abstract

The aim of this study was to examine the university students' opinions regarding their higher education programs that suggest them knowledge and practical experiences with respect to the field of special needs education. The study was conducted in two state universities of Tbilisi, Georgia.

Questionnaire was prepared and applied for this quantitative study which provided a study with essential findings on the basis of seven specialty group students' responses. These specialty groups are: Cognitive and neuropsychology, Personal and clinical psychology, Psychology of education, Occupational therapy, Applied psychology, Special education and inclusion and Primary class teaching.

The purpose of this study is to give an overall picture about the theoretical knowledge and practical experiences that students gain from their programs. How do students state their positions regarding the subject of special needs education and its most important indicators? Also to demonstrate some similarities and differences between the results received from the specialty groups and to understand these findings within the frames of two major theories: Constructivist learning theory and experiential learning theory are being referred in this thesis. Theories described emphasize the importance of theoretical knowledge and practical experiences combination and integrity, in order to have an effective learning process and produce a professional specialist.

The findings discussed suggest that there is a lack of theoretical knowledge provision within various thematic topics described and no existence of practice from the point of all specialty students that have participated in this research, which is not really favorable outcome for the higher education programs from the perspectives of constructivist learning and experiential learning theories.

Acknowledgments

Hereby I express my gratitude to those who have offered their help and advice in doing my research and writing the thesis presented.

Special mention must be made of my Norwegian advisor Steiner Theie, for his discussions and useful comments in a process of my study research.

I would like to acknowledge Tinatin Chincharauli, one of the experts of Georgian inclusive education project for her worthy suggestions and instructions when developing research instrument.

Many thanks to my friends: Tamar Loria, Teona Buadze, Natia Kochlashvili Mariam Mikiashvili Isabel Michalellis, whose valuable support has let me, undertake a process of planning, conducting and analyzing my research.

All those students who participated in my research and contributed with valuable information with their answers ought to be mentioned here.

Special credits must be given to all 2008-2010 and 2009-2011 graduates of Master of Philosophy of special needs education at the University of Oslo for having significant discussions about my research.

And lastly, but most importantly, I express my appreciation to my spouse, Giorgi Mrevlishvili for his valuable understanding and support while I was far away from our family for my studies.

Tsira Barkaia
Oslo, 30 May, 2010

Dedication

To my dearest parents

ჩემს ძვირფას მშობლებს

Table of Content

| | |
|---|------|
| Abstract | V |
| Acknowledgments..... | VI |
| Dedication..... | VII |
| Table of Content | VIII |
| List of Figures and Tables..... | XI |
| Abbreviations..... | XII |
| 1 Background of the Study..... | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Justification and Significance of the Study..... | 2 |
| 1.3 Georgian Higher Education System Development and Structure..... | 5 |
| 1.4 Structure of the Thesis..... | 7 |
| 2 Conceptual Framework and Theories..... | 9 |
| 2.1 Introduction..... | 9 |
| 2.2 The Higher Education Program Overviews..... | 9 |
| 2.3 Concepts of Knowledge and Practical Experiences..... | 13 |
| 2.4 Theories..... | 14 |
| 2.4.1 Constructivist Learning Theory..... | 14 |
| 2.4.2 Experiential Learning Theory..... | 16 |
| 2.5 Sub-concepts..... | 17 |
| 2.5.1 Educational settings..... | 17 |
| 2.5.2 Children with Special Educational Needs..... | 20 |
| 2.5.3 Meeting Individual Needs of Special Educational Needs Children..... | 21 |
| 2.5.4 Developing and Implementing Individual Education Plan..... | 21 |
| 2.5.5 Research Methodology in a Field of Special Needs Education..... | 22 |
| 2.5.6 National and international Laws and Regulations about Special Needs Education..... | 22 |
| 2.6 Multidisciplinary Team Members' Professional Roles and Ethics Involved in a Process of Educating Children with Special Needs..... | 24 |
| 3 Research Methodology..... | 27 |
| 3.1 Introduction..... | 27 |
| 3.2 Research Design..... | 27 |
| 3.3 Respondent Population and Selection..... | 29 |

| | |
|--|----|
| 3.3.1 Selection of the Research Time and Site..... | 29 |
| 3.3.2 Selection of the Research Respondents..... | 29 |
| 3.3.3 Selection and Response Rate..... | 31 |
| 3.3.4 The Research Instrument..... | 32 |
| 3.4 Process of Data Collection..... | 34 |
| 3.5 Process of Data Analysis..... | 35 |
| 3.6 Validity and Reliability..... | 38 |
| 3.7 Ethical Considerations | 39 |
| 4 Data Analysis and Presentation..... | 41 |
| 4.1 Introduction..... | 41 |
| 4.2 Respondent-related Demographic Information..... | 41 |
| 4.3 Analysing through Items..... | 43 |
| 4.3.1 Knowledge about Types of Educational Settings..... | 44 |
| 4.3.2 Knowledge about Special Educational Needs Pupils..... | 46 |
| 4.3.3 Knowledge about Meeting individual Needs of Special Educational Needs Pupils..... | 49 |
| 4.3.4 Knowledge about Research methodology in a field of Special Needs Education..... | 50 |
| 4.3.5 Information about National and International laws and Regulations about Special Needs Education..... | 53 |
| 4.3.6 Information about Professional Ethics..... | 55 |
| 4.3.7 Practical Experiences about Types of Educational Settings..... | 55 |
| 4.3.8 Practical Experiences about Special Educational Needs Pupils..... | 58 |
| 4.3.9 Practical Experiences about Meeting individual Needs of Special Educational Needs Pupils..... | 60 |
| 4.3.10 Practical Experiences of Using Research methodology in a field of Special Needs Education..... | 62 |
| 4.4 Target Variables and Knowledge and practical Experiences..... | 62 |
| 4.5 Students' Responses to Open-ended Questions..... | 64 |
| 5 Discussions and Conclusion..... | 69 |
| 5.1 Introduction..... | 69 |
| 5.2 Discussion..... | 70 |
| 5.2.1 Students' Opinions Regarding Knowledge with respect to Special Needs Education.... | 70 |
| 5.2.2. Students' Opinions Regarding Practical Experiences with respect to Special Needs Education..... | 76 |

| | |
|--|-----|
| 5. 3. Conclusion and recommendations..... | 76 |
| References..... | 79 |
| Appendices..... | 85 |
| Appendix 1A: Questionnaire in Georgian..... | 85 |
| Appendix 1B: Questionnaire in English..... | 92 |
| Appendix 2: Comments and Answers to Questions 31-35 Which Were Characterized As Not Clear Ones..... | 98 |
| Appendix 3 Scale Reliability If Item Deleted..... | 100 |
| Appendix 4: Framework of Students Comments and Answers to Open-ended Questions 31-35 in Georgian (only)..... | 105 |
| Appendix 5: Correlation of Overall Knowledge and Practical Experiences According to Specialties and Their Significances..... | 128 |
| Appendix 6: Letter of Request for Undertaking Field work and Research..... | 129 |

List of Figures and Tables

| | |
|---|----|
| Figure 1: Constructivism..... | 15 |
| Figure 2: The 4-Stage Experiential Learning Model by Kolb..... | 16 |
| Figure 3: Target Universities, Faculties and Specialties..... | 30 |
| Figure 4: Histogram of Students' Age..... | 43 |
| | |
| Table 1: Population and Sample Representation of the Study Target Programs | 32 |
| Table 2: Thematic Topics of Questionnaire Items | 33 |
| Table 3: Items of 31-35 Open-ended Questions | 34 |
| Table 4: Answer Categories, Constructed from Students Responses for Questions 31-35 | 36 |
| Table 5: Scale reliability (N of items 35) Reliability Statistics..... | 37 |
| Table 6: Students' Number and Percents in accordance to Their Specialties..... | 41 |
| Table 7: Student's Sex..... | 42 |
| Table 8: Knowledge about Types of Educational Settings..... | 45 |
| Table 9: Knowledge about Special Educational Needs Pupils..... | 48 |
| Table 10: Knowledge about meeting individual needs of special educational needs pupils.... | 51 |
| Table 11: Knowledge about Research Methodology in a Field of Special Needs Education.. | 52 |
| Table 12: Information about National and International Laws and Regulations about Special Needs Education..... | 54 |
| Table 13: Information about Professional Ethics..... | 56 |
| Table 14: Practical Experiences about Types of Educational Settings | 57 |
| Table 15: Practical Experiences about Special Educational Needs Pupils..... | 59 |
| Table 16: Practical Experiences about Meeting Individual Needs of Special Educational Needs Pupils..... | 61 |
| Table 17: Practical Experiences of Using Research Methodology in a Field of Special Needs Education..... | 63 |
| Table 18: Students' Categorised Responses to Open-ended Questions 31-35..... | 66 |

Abbreviations

| | |
|--------|--|
| MoES | Ministry of Education and Science of Georgia |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| USAID | United States Agency for International Development |
| UNICEF | The United Nations Children's Fund |
| TSU | Tbilisi State University |
| ISU | Ilia State University |
| NCAC | National Curriculum and Assessment Centre |

1 Background of the Study

1.1 Introduction

Nowadays focus on Education of children with special needs is growing in Georgia. Moreover, the specializations that are needed in this field should be and are of demand.

Producing specialists, with high-quality skills required for working in an educational environment is of our amount importance. These are professionals who have their responsibilities and roles in serving children with special educational needs in Georgia. ‘Collaboration is crucial for inclusive programs and other placements in regular schools (Snell et al., 2000). The collaborative team sets goals, pools its resources, and is mutually cooperative towards common goals’ (Kirk, Gallagher, Anastasiow, & Coleman, 2006 p. 540). The members of the team provide direct services to pupils, develop individual educational plans and provide their class teachers with information, how to carry out the specific intervention in classroom environment. The roles and accountability of those professionals are substantial that require a qualified theoretical knowledge and eligible practical experiences.

Higher education institutions are the places where one can gain theoretical knowledge and experience of their first professional practices by attending course lectures, seminars and internships. Two of the main principles of higher education are that it is ‘directed to human development and to the progress of society’ and it ‘contributes to the achievement of the goals of lifelong learning and to the development of other forms and levels of education’ (UNESCO, 1997 p. 28).

Therefore to what extent the Georgian higher education programs create specialists, who support the educational development of children with special needs and those around them, are of interest.

The primary objective of this thesis is to give an overall picture about the theoretical knowledge and practical experiences that students gain from their programs. How do students state their positions regarding the subject of special needs education and its most important indicators? Hence the research question of the study is:

What Are the Students' Opinions of the Knowledge and Practical Experiences Offered by Higher Education Programs in the Subject of Special Needs Education?

1.2 Justification and Significance of the Study

Political changes that recently took place in Georgia are being reflected on its social environment. The government has raised the issue about public adaptation and social integration of people with special needs. This has affected the approaches of educating children with special needs in a few schools in Georgia.

The general education system in Georgia aims to create profitable conditions to form the free person with national and common to mankind values (MoES, 2004, p.1). One of those important values is the acceptance of all people despite their psychological or physical differences and giving them the equal learning opportunities.

A pilot project, 'Implementing Inclusive Education in Ten Public Schools of Tbilisi' (MoES, 2005-2008) that was launched by the Ministry of Education and Science of Georgia with a support of the Norwegian Ministry of Education and Research had a significant influence on national education system of Georgia. This has involved the development of a national policy for inclusive education - 'The Special Needs Children Education Strategy and Action Plan for 2009-2011' (developed by MoES, USAID, Save the Children, 2008), preparation of training modules, adaptation of the physical, teaching and social environment of the selected schools, training of children with disabilities and their parents, introduction of inclusive teaching under the supervision of an elected coordinator, publication of a manual, establishment of libraries, increasing public awareness, and monitoring and evaluation. Furthermore, the so called 'multidisciplinary team' and a specialist group in each of the project school were established. These work at school and at individual level with the aim of assessing pupils' needs, preparing individual educational plans for them and implementing those plans into education practice (MoES, 2008a, p.4).

'Financing of multidisciplinary team' was implemented within frames of this pilot project sub-program. According to the program, 'Inclusive Education Multidisciplinary Team (MT)

is a team of specialists, comprising of three psychologists, two occupational therapists and two special education teachers. Function of the MT is to provide qualified assistance in the process of inclusive education development to all schools in Tbilisi. To achieve this goal, MT members: identify and assess individual needs and abilities of children with disabilities; provide recommendations to parents of children with special educational needs on effective delivery of educational process; evaluate and monitor academic and social achievements of SEN children'. The best educational service or approach type is selected on the basis of members' conclusions and recommendations, in addition the parents and teachers are consulted and trained, when needed (MoES, 2008a. p.4).

This pilot project was the beginning and education provision for children with special educational needs was for only ten schools in the capital city of Georgia. More to the point on 6th March, 2009 the Minister of Education and Science of Georgia and Norwegian ambassador of Georgia signed the project 'Developing Inclusive Education in Public Schools of nine Regions of Georgia'. Currently there are approximately sixteen schools with an inclusive education perspective. More regional schools are getting involved in this process.

Apart from an opportunity of including children with special needs in general educational class settings, there are also options of general education provision in special schools, or at particular classes in general education schools. In total there are thirteen special schools for children with specific disabilities and special educational needs that exist in the country, out of which eleven are boarding ones meaning the schools where children live at the place where they are being educated (MoES, 2008, p. 15).

Furthermore, there are a number of day-care centers for persons with special needs managed by non-governmental organizations in Tbilisi and regions with support from international donor organizations. These centers are not licensed by the Ministry of Education and Science as official educational establishments. They provide children with special needs with interactive, learning and recreation opportunities. Day-care centres are one of the majorities of alternative services out of family support types of services after school programs and vacation programs (MoES, UNICEF, 2007, p. 46).

Currently education for children with special needs acquires a wider significance and reflects the approaches and public attitudes that are based on such values as acceptance, equal rights, equity and so forth. The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994, p. 37) stipulates that ‘Realizing the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the co-operation of families and the mobilization of the community and voluntary organizations as well as the support of the public - at – large’. With my perspective this is a process connected to:

- the identification of children with special educational needs. Normative acts (law, instruction and so forth) is essential;
- the adaptation and development of academic institutions conformably to the needs and skills of people with special needs;
- the creation of special learning/teaching methods and curriculums;
- Professional qualifying of teachers, other interested individuals and specialists taking part in special needs education process. The latter point is an interest of this research.

Qualifying persons who already work is essential, but it is even more critical to provide new qualified professionals. One of the major purposes of the current national project ‘Developing Inclusive Education in Public Schools of Nine Regions of Georgia’ (2009-2011) is to support the organization and development of teaching and training the university students on special needs education (MoES, 2009, p. 9). Also, one of the objectives (point 2.4, Action Plan for the Education Sector) of Education Strategy and Action Plan is ‘to ensure efficiency of governance and organization of Higher Education Institutions in accordance with the principles of Bologna Process’ (MoES, 2008, p.29).

As mentioned above the multidisciplinary team includes psychologist, special educators and occupational therapists. Their collaboration with a regular teacher is crucial while working in a field of special needs education. Present study aims to explore the opinions of those students who become graduates of these specialties and are potential workers for special educational needs children. Consequently, the research highlights four fields of specialization that exist in two state universities of Tbilisi, Georgia. These are: Psychology, Special Education, Occupational Therapy and Preliminary Education Teaching.

The goal of the study is to describe and introduce the higher education programs: Applied Psychology; Special Education and inclusion; Primary Class Teacher; Occupational Therapy; Cognitive Neuropsychology; Personal and Clinical Psychology and Psychology of Education, with respect to special needs education in Georgia.

The results of the study may be significant for the following reasons:

- There is a lack of research in this field and the results of present study may contribute in educational research in Georgia.
- Policy makers, education managers and specialist involved in the process of special needs education and higher education program and curriculum management may benefit from this by considering students opinions and experiences with reference to their study programs.
- The result of this study may be helpful for The Faculty Quality Provision Service that ‘promotes high quality education by introducing modern methods of teaching, learning and evaluation (modules, credit systems, etc.) and prepares self-evaluation for the accreditation process’ (MoES, 2004, p.23)

1.3 Georgian Higher Education System Development and Structure

Georgia has an ancient tradition of education, as evidenced by the functioning of the School of Philosophy and Rhetoric of Phazisi in Colchis (IV c.); as well as the setting up of cultural-enlightenment centers in Palestine (V c.), Syria (VI c.), Greece (X-XV cc.) and Bulgaria (XI c.); Gelati and Ikalto Academies in Georgia (XI-XII cc.); However, as a result of political-economic decrease and at last becoming the colony of Russia, there had been no national higher educational institution in Georgia for the next few centuries. Right after Georgia announced its independence in 1918 (the country officially gained independence from USSR in 1991) and declared itself as a national democratic state; one of the first achievements of Georgian people in the beginning of the 20th century was the foundation of Georgian National University in Tbilisi (Shervashidze, 2005, p. 20).

This was the first and the only higher educational institution in a whole Caucasus Region at that time.

Education system of Georgia consists of Secondary education and higher education. According to the law of Georgia on higher education, higher education is the one that follows the full secondary education that prepares qualified personnel in different fields of professional activities, which are stipulated in the relevant documents (MoES, 2004, p. 5).

It consists of three levels: Bachelor Degree (240 credits); Master Degree (120 credits); Doctoral Degree (180 credits). There are various types of Higher Education Institutions and those are:

1. *College* – higher education institution implementing professional higher education program or/and only the first level programs i.e. Bachelor programs;
2. *Teaching University* – higher education institution implementing higher educational program/programs (except doctoral ones) i.e. only the Bachelor and Master ones.
3. *University* – higher education institution implementing educational programs of all three levels of higher academic education (MoES, 2009a)

With the view of the fact that the research question deals with the university higher education programs proposed by first level - bachelor degree, this will be shortly described the way it is perceived in Georgia.

Bachelor's Program is 'the first level of a three-level higher education system - the combination of educational programs providing teaching theoretical basics in a relevant field, essential for pursuing master's studies or studying professions, requiring initial preparation of a level higher than the general education can provide' (MoES , 2004, p. 2). It is not stated in the law that bachelor programs also provide the last-year students with so called 'practice' that may last from one to several months. This is demonstrated in the curricula or study plans of those seven programs of the specialties that the research is about though. Detailed information about this is mentioned in the following chapter.

Javakhishvili Tbilisi State University rules and regulations state that a bachelor degree holder in social sciences possesses theoretical basics and has got the competencies to apply methods

and skills of practical activities (TSU, 2009). There is detailed information regarding competences and employment opportunities and/or fields in the bachelor programs of each specialization. In addition, Ilia State University states that students after graduating the programs (that this research is interested in) and fulfilling their practice have an experience in problem solving from a professional perspective in the company of other professionals, within a real practical environment. (ISU, 2008).

1.4 Structure of the Thesis

This research paper is structured in five chapters.

Chapter one contains the background of the study and justifications that shows why the research is worth to be conducted and gives several point of its significance. This chapter also gives a short overview of Georgia's higher education system development and structure.

Chapter two presents short outlines of the higher education program curricula and its learning outcomes. It gives some specific descriptions of concepts that are relevant for this study and also explains the importance of theory and practice combination for a student in an effective study process. Two main theories supporting this research are also shortly described here.

Chapter three portrays the research design and the research instrument created specifically for this study and describes the data collection and analyzing process. Validity-reliability issues and ethical considerations are also discussed here.

Chapter four presents the analyzed data and provides some illustrations of results gained.

Chapter five draws important conclusions and reveals the findings that may become the source for further research or may be the basis of considerable recommendations for policy makers and university stakeholders.

Indisputably, the references are cited and appendixes are provided at the end of this paper.

2 Conceptual Framework and Theories

2.1 Introduction

This chapter overviews higher education programs and their curricula regarding special needs education. It discusses a related literature about knowledge and practical experiences in the frames of theories of constructivist learning and experiential learning.

The chapter demonstrates literature and scholar characterization of the sub-concepts as well as their definitions in a context of Georgian education system regarding educational settings, special educational needs pupils, about meeting these children's individual needs, and about individual education plans are described here. It also applies to information about national and international documents regarding special needs education.

Moreover, research methodology in a field of special needs education and each specialist's roles and ethics are discussed in brief.

2.2 The Higher Education Program Overviews

Here will be shortly described each specialization programs that the research study has dealt with. Those are:

- Cognitive and neuropsychology (Tbilisi State University),
- Personal and clinical psychology (Tbilisi State University),
- Psychology of education (Tbilisi State University),
- Occupational therapy (Tbilisi State University),
- Applied psychology (Ilia State University),
- Special education and inclusion (Ilia State University),
- Primary class teaching (Ilia State University).

There are two main reasons of choosing these university programs for this research:

1. Persons with this specialty are incorporated in the so-called national multi-disciplinary team that provides service to many schools in Tbilisi and other Georgian regions. Herewith, the more actual education of children with special needs become in Georgia, the more essential does the interest towards knowledge and qualification, offered by the university programs, happen to be.
2. In terms of each specialization, according to the program curricula the graduates are eligible to work with children with special needs in various settings, including educational one.

Students who chose concentration of cognitive and neuropsychology have an opportunity to receive knowledge about child development problems and diagnosis, pathopsychology and children health problems. The students also gain theoretical knowledge regarding various neuropsychological syndromes (TSU, 2009a, p. 5) as well as about their cognitive processes and development.

According to the learning outcomes of personal and clinical psychology after finishing this concentration a graduate is able to distinguish the main characteristics of a person, analyze their features in different settings with emotional, cognitive and behavioural parameters. They know how to assess the surrounding situation, settings and the social indicators that are influential in order to describe a concrete behaviour. It is also stated that students can develop a simple diagnostic instrument and characterise a person's profile (TSU, 2009a p. 11).

Psychology of education proposed by the Tbilisi state university suggests a great deal of theoretical knowledge about contemporary theories of learning, teaching and assessment. By attending this program students may enhance knowledge in pre-school and school age psychology, as well as acquire and master research methods and their application specifics. After completing the program, students are able to participate in the teaching and learning process of an educational institution, where they can assess and define the gaps, both of the child's psychological features and state, as well of teaching methods and of the institution psychological climate. The graduates are also capable to define the problem and conduct a small scale research (TSU, 2009 a, p. 13).

One more Tbilisi state university educational program – Occupational therapy suggests a large diversity of basic knowledge and skills as learning outcomes, most importantly, an ability to understand and explain the links among occupational activity, health and well-being concepts, as well as skills to apply knowledge from biological, health, humanitarian, psychological, social, technical, and occupational sciences together with some occupation and participation/involvement theories. As it is stated in the curriculum of occupational therapy the graduate should ensure and provide clients system with an accessible and adaptive environment in order to achieve their occupational integrity. Moreover, he or she should establish and maintain cooperative partnership to provide counselling and give recommendations to clients, care-giver(s), multidisciplinary team members and other stakeholders to enhance occupation and participation in various contexts (TSU, 2008, p. 1).

Lastly, but most importantly, occupational therapist should ensure and contribute the process of learning environment development and improvement for a pre-school and school age children with physical or mental disability (TSU, 2008, p. 3).

The Ilia state university graduate with a bachelor degree of applied psychology after completing academic and practical studies:

- is able to independently read and analyze a special literature;
- knows and has the final and fundamental concepts and theoretical systems which are the basis of various types of psychological techniques;
- has acquired and developed a systemic thinking and profound discussion abilities in the frames of each training module student can actually use;
- has an experience of problem-solving from the professional perspective in collaboration with other professionals within real practical settings;
- has an experience of conducting a simple research or assessment procedure and based on this an ability to professionally draw up and implement a specific project.

With these above mentioned capacities a graduate is eligible to work at school, in psychosocial counselling centers, medical institutions, enterprises and offices as an assistant psychologist under supervision, according to the program curricula. (ISU, 2009, p. 2)

According to the general description of Special Education and Inclusion, the program aims to provide students with knowledge and practical skills valuable for working on such issues as, development and education of children with special needs and their integration into society. Program focuses on rights of children with special needs and especially on their rights to education and the main attention is dedicated to inclusive education approaches, since it is the prioritized type of education in Georgia. This program has better differentiated learning outcomes grouped into four main categories:

1. Field relevant knowledge (Basic knowledge field) that includes possession of an appropriate specialized terminology and methods of work, awareness of a relevant professional responsibility and ethical standards and so forth.
2. Theory in practice - application of theoretical knowledge into practice and professional identification of complex problems, by using appropriate knowledge, skills and ethical standards.
3. General (transferring) skills such as ability to independently abstract data or new situations, analyze relevant fields with relevant methods, problem solving, ability to interpret data, skills of planning and organizing own small researches and so on.
4. Systemic skills consisting of study, research, project planning -conducting and independent working skills (p. 8).

The graduates are eligible to work in special kindergartens, schools; general and inclusive schools and kindergartens, in the day centers or rehabilitation centres for children with disabilities (p. 9).

The last program that is described in this paragraph is primary class teaching provided by Ilia state university. The graduates are mostly employed by general schools for elementary classes (I-VI) as a Georgian language and literature, mathematics, natural and social discipline teacher. Therefore their learning outcomes, knowledge and skills are quite diverse and broad. The primary class teaching program graduate is expected to possess all of those skills mentioned above under special education short paragraph. In addition to field relevant knowledge (Basic knowledge field), theory in practice application, general and systemic skills according to the curriculum he or she also gains knowledge about subjects determined by National educational plan: Georgian language and literature, mathematics, natural and social disciplines and skills of applying this into practice by using some other deductive and

inductive thinking, as well as motivational and creative approaches towards all children in class (p.13).

2.3 Concepts of Knowledge and Practical Experiences

Since the major concepts of this study are knowledge and practical experiences regarding special needs education, it is important to give their clear definitions in a context of this topic in relation to all those sub-concepts that were used in questionnaires as some important aspects in the field.

Gaining knowledge is a part of a learning process. In the context of this study knowledge is considered as a theoretical product received by students from their program lectures, seminars syllabus textbooks, guidelines and discussions with their teachers. Garrick and Rhodes (2000) state that ‘over the last hundred years, knowledge has come to be defined largely as the product of organised and often large-scale ‘research’, often disseminated to schools and universities through textbooks and stored in libraries’ (p. 15). Hence knowledge is something that is already acquired by a student during a learning process. It is a cognitive structure However; this is not a perfectly complete definition of concept knowledge. Garick and Rhodes emphasis knowledge as not only an information or understanding of what one knows, but also what one can do (p.16).

Practical experience is an outcome that a student gains in action, in a real working environment. All Georgian higher education programs included in the present study give students an opportunity to participate in so-called 'Practice' at their last year of study, to apply knowledge received from lectures and reading materials, to work on a particular case and to effectively develop professional skills as well as to enhance the knowledge level.

‘Even in the Athenian senate not only theoretical knowledge (theoria) but also practical wisdom (phronesis) was understood to be a legitimate route to gaining understanding of the world’ (Garick and Rhodes, 2000, p. 15). The importance of theoretical knowledge and practical experience combination as a part of higher education programs is a discussion topic of various scholars. Here this will be described in the frames of constructivist learning and

experiential learning theories which may better justify the importance of both existing on a higher education level. This will give a reader a possibility to better understand the idea of a research question itself.

2.4 Theories

When developing the research idea and the research questionnaire the theories that are briefly described here were the basis of a research topic. The question of what do students learn from their reading materials, lectures and discussions and within their practical tasks in the frames of their specialties is due to the theories mentioned below that emphasize the knowledge and experience combination.

2.4.1 Constructivist Learning Theory

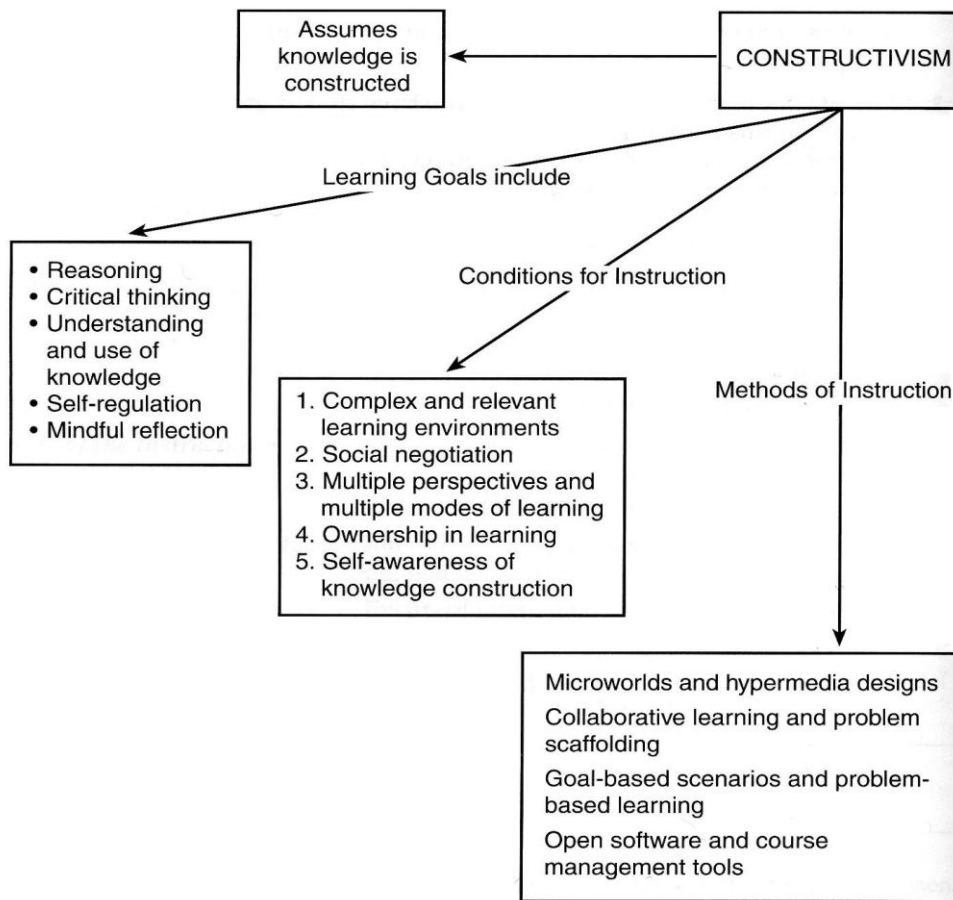
Constructivist learning theory is a theory of knowledge claiming that students construct their own understanding and knowledge within their field through experiencing things and reflecting on those experiences. ‘The idea rests on the notion of continuous building and amending of structures in the mind that ‘hold’ knowledge’ (Fry, Ketteridge, & Marshall, 2009, p. 9).

Students are all the time in a process of constructing, developing changing knowledge and skills that they have acquired through their learning activities. This causes the individual and professional development and transforms a graduate to a developing proficient in his or her field. As Fry et al (2009) interpret, constructivism perceives learning process not only as adding new information or new approaches to the old one but also revising and transforming the pre-existing ones of their learners while gaining more a more practical experiences (p. 10).

As Richardson (1997) states in this constructivist theory learning and action are combined and knowledge is not considered as a static entity that is received by an individual separable from practical activities (p.8).

The concept map of constructivism combined by Driscoll (2005, p. 84) is demonstrated on figure 1:

Figure 1: Constructivism



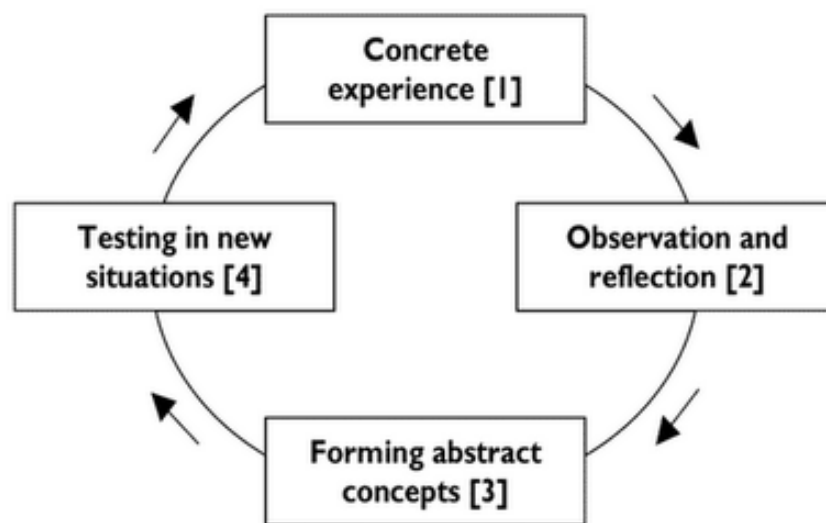
According to Driscoll's model to construct knowledge and achieve learning goals that include reasoning, critical thinking, understanding and use of knowledge needs a relevant learning environment and social negotiation mainly. This theory clearly expresses an importance of real practical settings for knowledge and skills formations.

In addition to this experiential learning theory conveys a vivid role of experiences in an educational progress and consequently professional growth.

2.4.2 . Experiential Learning Theory

‘Tell me and I will forget. Show me and I may remember. Involve me and I will understand.’ This Chinese proverb is probably the best way to simply address the matter of an experiential learning theory. Within the frames of this theory learning is a cycling process of experiencing knowledge formation as it is demonstrated in figure 2:

Figure 2: The 4-Stage Experiential Learning Model by Kolb



This model embraces four main steps: Concrete experience, observation and reflection, forming concepts and testing in new situations. According to this model and its theory learning is better achieved in the practice, where knowledge that was received from lectures and seminars or the knowledge that was grasped from practical exercises is trained into practice in a real working environment. The model illustrates that there is no universal starting point or stage for a learner. A student may join practical learning at any stage, but then always follows the cycle of experiential learning.

On the basis of the four-stage experiential learning model Kolb (1984, p. 38) offers a working definition of learning: ‘learning is the process whereby knowledge is created through the transformation of experience.’ Therefore knowledge is a result of grasping and transforming experience.

Zuber-skerritt (1992) discusses several critical aspects of learning. He defines that within the frames of experiential theory:

- Process of learning is emphasized rather than its outcome or content;
- Knowledge is continuously created and recreated and has a transforming character;
- Learning transforms experience;
- When a nature of knowledge is understood the learning process progresses and vice versa (p. 105).

2.5 SUB-CONCEPTS

This part of the chapter provides descriptions of the terms which were used as important items of the research questionnaire.

2.5.1 Educational Settings

General Education

In accordance with the National Goals of General Education adopted by the Government of Georgia in October 2004, as well as international obligations and commitments assumed by the country, the general education system aims at developing all its citizens as free individuals equipped with essential mental and physical skills and capacities, nurturing civil consciousness based on democratic and liberal values (UNESCO 2007, p. 13).

Currently Georgia's general education school settings have an inclusive education priority. This is proved by conducting two major projects with the aim of developing inclusive education in Tbilisi (Introduction of Inclusive Education in General Educational Institutions for Ten Schools in Tbilisi 2004-2008) and regions (Developing inclusive education in public schools of nine regions of Georgia 2009-2011) The process has already started, however there are only several numbers of schools capable to accept children with special needs. Therefore general education school and inclusive school are two separate educational settings. Thus, within the frames of this research general education school is a place where there are only those children learning, who have more or less similar abilities in Georgia.

Inclusive School

The concept inclusion first appeared in the II half of XX century in the context of rights protection of children with disability (Kharebava, 2006).

Historically, the service for children with special needs have passed three stages. 1) Stage of isolation, - children are either rejected to attend lessons at regular schools or they are allowed in some isolated settings. 2) Stage of Integration, - children are integrated in general educational programs and schools as far as possible. 3) Stage of inclusion that emphasizes the fact that children with special need are included in all programs of the school in which they go (Smith, Polloway, Patton, & Dowdy, 2004, p. 4).

Inclusive education as well as integrated one is based on a primary state about less restricted environment. This foresees the rights of children with special needs to receive education in the setting that is close to the one for the non-disabled children of the same age as much as possible. This setting is called a regular class. However, the most important part of it is that a child should get an appropriate support and service in those settings to achieve success.

Unlike integration inclusive education makes more focus on the problems of general education system. In this case, individual educational plans should be created. This means that children with special needs learn in a regular class with their own individual program. As Lindsay (2003, p. 3) states, Inclusive education is firmly established as the main policy imperative with respect to children who have special educational needs or disabilities. It is championed as a means to remove barriers, improve outcomes and remove discrimination. Inclusion is a complex and contested concept and its manifestations in practice are many and various.' 'Inclusion requires opportunities for individuals to participate in society' (2003, p. 6).

The national strategy and action plan of Georgian education states that inclusive education implies children with all types of special educational needs to be involved in general school settings together with their peers with no disability. In addition it entails a modification of general education curriculum by a teacher with the support of other specialists, when needed, and a development of individual education plans on individual basis of a pupil with special educational needs (MoES, 2008, p. 2). The research identifies inclusive education school as a

place where there are one or more children with special educational needs studying together with their classmates in one and the same classroom.

Special School

Kirk et al (2006, p. 50) states that, the nature of special education is to provide exceptional children with services not available to them in the typical education program. Special education programs are different from general education programs because they try to take into account the child's inter-individual and intra-individual differences. Here Kirk et al (2006, p.50) also state an important consideration that special education does not exist just because the regular education has failed.

The government of Georgia recognizing a priority of inclusive education simultaneously acknowledges that regular schools cannot provide children with all types of disability with a proper educational service due to their disability severity or are not capable to satisfy their need. Therefore, ensuring access to special (not inclusive) education is necessary through specialized schools. According to the joint report of MoES, USAID and Save the Children (2008), there are thirteen special schools serving approximately 900 pupils. Each pupil receives a voucher funding from the government on the basis of their disability status.

The national strategy and action plan of educating children with special needs (MoES et al., 2008, p. 15) defines a special school as a an institution that is implementing the special and correctional education programs for children with specific disability, as well as caring and upbringing activities of those children with special needs who were deprived of parental care.

Schools with Integrated Classes

Except inclusive classes Georgia has a few practices of integrated classes. There are only children with specific disability or special needs in an integrated class that is located in a regular school, together with other classes where children with no disability receive education. The integrated class pupils with special needs however do participate in various school activities together with their school-mates, such as excursions, school trips and events, exhibitions and so forth. (MoES, et al., 2008, p. 3)

2.5.2 Children with Special Educational Needs

‘‘Children with special needs’’ is an umbrella term that may include Children with mild learning disabilities or profound mental retardation; food allergies or chronicle health diseases, or children with psychological problems.

Mangal (2007) refers to children with special needs as the exceptional ones, who possess and exceptionality of some positive, negative, or multiple natures that appear ‘to deviate them significantly from other average children of their age and grade’ (p. 14).

A child may be referred for special education services for any of variety of reasons, but mainly because of observations by school staff that this child differs from same age children in a significant way that is affecting his or her learning in school. (Kirk et al., p. 38)

Georgian law of General education (2005) and Georgia’s national education plan of 2008-2009 accept the term ‘children with special educational needs’ when referring to pupils who have specific disabilities, learning or health problems. In Georgia children (pupils) with special educational needs include those who:

- have physical and mental disability;
- have visual and hearing impairment;
- have speech, behavioural and emotional development problems or learning difficulties
- have long-term treatment and/or hospitalization needs or any chronicle health diseases
- representing national minorities;
- and are socially vulnerable.

Due to the fact that the last two categories are still a topic of discussion, whether they should be included here or not, this research considers only first four categories of an umbrella term. This was also helpful to avoid confusion of research respondents.

Identification of pupils with special education needs includes the discovery and the establishment of child's mental development and learning difficulties. An assessment of these disorders includes determination of their nature, level and cause. Learning characteristics and teaching strategies depend upon the type and level of disability of and individual pupil.

2.5.3 Meeting Individual Needs of Special Educational Needs Pupils

This includes adaptation and modification of general educational curriculum for children with special needs and adaptation and modification of materials matching their needs. Modified educational plan is a part of national educational curriculum - an altered education plan developed for children with special needs.

Mangal implies the same when he defines curriculum adaptations as one of the considerations for children with special educational needs. He states that 'the students can participate in the general education curriculum but may need modifications in the presentation of instruction , expected performance, response modes, changes in materials and the like'(Mangal, 2007, p. 404). In addition, Mangal points out two more options to meet the individual needs of children with special educational needs: curriculum augmentation and curriculum alteration. One is when pupil needs and additional instruction or strategies to participate in the curriculum and the other requests and additional content that are not found in the general educational curriculum (p. 404).

Special and inclusive education of children with special needs will not be successful without adequate and effective human / professional, material / financial resources and technical provision.

The ministry of education and science of Georgia presents special schools as educational resources - objects, at this stage. Their objective will be to promote the education of the children with special needs by considering the basic approaches and effective teaching strategies developed by the MoES.

2.5.4 Developing and Implementing Individual Education Plan

The Special Needs Children Education Strategy and Action Plan of Georgia for 2009-2011 (MoES et al., 2008 p. 2) defines an individual education plan (IEP) as a written document. The content, scope and strategies of its application depend on a pupil's academic level, learning opportunities and his or her interests. The IEP in Georgia is based on a national curriculum and takes pupil's educational needs, strengths and approaches how to satisfy those needs into consideration. It also includes additional activities that are important to achieve the IEP goals. Salvia, et al defines individual education plan as an 'individualized educational program which is developed by a team of individuals who have specialized knowledge in the specific areas of the child's disability' (Salvia et al., 2010, p. 405). Parents' role and information directly from a child with special needs (if possible) is important and helpful (MoES et al., 2008, p. 2).

2.5.5 Research Methodology in a Field of Special Needs Education

As it is mentioned above, the students of each program acquire skills and have opportunities to conduct a small scale researches. In addition they improve some general abilities of working on a research literature and understand them. As it is defined in Encyclopedia of Special Education, 'Research in special education is the means through which knowledge and methods of treatments are acquired and verified for application to persons exhibiting special needs. Such research encompasses a wide range of methodologies, subjects, issues and data collection and analysis techniques... Through the process of research, advances are made in what is known about the disabilities and how to prevent and treat them through education and training. (Reynolds and Fletcher-Janzen, p 1722). As Drew, Preator and Buchanan state (1982) research provides knowledge, which increases and maintains the intellectual vitality of special education (as cited in Reynolds and Fletcher-Janzen p. 1722).

2.5.6 National and International Laws and Regulations about Special Needs Education

Since most advance and ongoing project for educating children with special needs is the one that develops inclusive education the National Education Plan (2008-2009) gives a description of the principles of Inclusive education which better describes them than the law

of Georgia on General Education. According to this document the curriculum of each school should reflect the principles of inclusive education, as well as the forms of educational services that include the services for children with special needs. Unfortunately, there is nothing stated about needs of adapted materials, accommodations and adapted school environment. There is also stated that school and the teachers should do their best to maximally include the child with any kind of ability and interest in a general educational process. There are also stipulated some recommendations for teachers how to interact with children with different abilities and how to assess them. 'It is important that school created an individual educational plan for a pupil with special needs. If a pupil has learning disorders her/his assessment criteria should be made due to the individual plan and her/his abilities.' (NCAC, 2008, p. 18)

Hereby are mentioned the international documents that are ratified or implemented in Georgia. Our country has signed a number of international instruments concerning the protection of human rights, namely:

- Universal Declaration of human rights (ratified in 1991);
- UNICEF Convention on the rights of children (1994);
- European Convention for the protection of human rights and fundamental freedoms (1999);
- N50/155 Resolution Adopted by the UN General Assembly Concerning Convention on the Rights of the Child (2000);
- Additional protocol N12 to The European convention for the protection of human rights and fundamental freedoms (2001);
- Discrimination (Employment and Occupation) Convention (No. 111) concerning Discrimination in respect of Employment and Occupation Adopted on 25 June 1958 by the General Conference of the International Labour Organization at its forty-second session (1995);
- Convention Concerning Vocational Guidance and Vocational Training in the Development of Human Resources (1995);
- Geneva Convention on employment policy, 1964, International Labour Organization (1996).

Our country also recognizes (but has not yet ratified):

- UN Declaration on the Rights of Mentally Retarded Persons (1971);

- Declaration on the Rights of Disabled Persons (1975);
- Standard Rules on the Equalization of Opportunities for Persons with Disabilities” (1993);
- International Pacts on Civil, Political, Economic, Cultural and Social Rights (1995);
- Salamanca Statement and Framework for Action (UNESCO, 1994), which is a guiding document of the Ministry of Education and Science of Georgia.

It was rather interesting to obtain data whether do students have information about these documents or not since most of them contain recommendations, principles, strategies and approaches about how to deal with education of special needs children.

2.6 Multidisciplinary team members’ Professional Roles and Ethics Involved in a Process of Educating Children with Special Needs

Members of the team share the functions and have the responsibilities from the perspective of their own specialties in a process of helping a regular class teacher to deal with experience of working with children with special needs.

Regular class teachers are ‘presumed to have expertise in curriculum and in knowledge of individual students in a class’ (Jenkinson, 2002, p. 173). They are expected to conduct a teaching-learning process in a classroom with pupils of diverse abilities; in an inclusive environment children with special needs are included in this diversity.

Georgian strategy and action plan of educating children with special needs - 2009-2011 (MoES, 2008) poses the general roles and functions of the group of specialists which help and a regular school teacher in an educational process:

- A. Identifying and evaluating children with special educational needs and determining their individual needs and capabilities;
- B. Discovering the educational interests of children with special needs on the basis of their assessment, as well as providing parents with recommendations, when choosing a proper, suitable educational setting;

- C. Consulting schools, when developing and effectively implementing individual educational plans in an educational practice;
- D. Supporting schools practically and methodologically in a process of implementation and development of inclusive education programs, as well as in a process of a school team formation, working on an inclusive education issues;
- E. Monitoring and assessing academic and social achievements of children with special needs. Detecting hindering factors of inclusive education progress. Developing problem solving strategies and recommendations, which will outline effective and important future activities.
- F. Seeking for children with special needs through regional resource centers, local clinics and Social provision departments. Filling the existing database (p. 3).

A special teacher is a pedagogue with higher education that possesses an excellent knowledge of special needs children development, education and social integration issues. They know how to apply psycho-pedagogic teaching techniques within a practice; in addition their responsibility is to assess the educational needs of children with disabilities and develop individual education plans. Excepting these the major function of a special teacher is to help and assist regular class teachers in a process of educating children with special needs. (p. 5)

Antia (1999, p 204) emphasizes an essential partnership between a regular teacher and special educator. The author perceives a regular teacher taking the responsibility of educating children with special needs in-class; however adaptation with curriculum and structure of classroom with the aim of promoting social and academic integration of all children is a product of regular teacher and special teacher teamwork.

‘The capacity for collaboration is enhanced when personnel from both systems receive preparation and support in order to understand the backgrounds and perspectives of each other (Bassett and Smith, 1996; King-Sears, 1995; Villa, 1996)’ (as cited in Buell et al, 1999, p. 144).

In addition to special educator’s collaboration, professional support needed is provided to a regular class teacher from two more members of a multidisciplinary team: psychologist and occupational therapist.

Power-deFur et al (1997 p. 324) emphasize the importance of general education teacher, special education teachers, psychologists and other related service providers when developing inclusive programs. They are experts in issues dealt with disabilities, intervention design and curriculum adaptation, learning environment modification and program evaluation.

The main responsibilities of a psychologist as a member of Georgian national multidisciplinary team are to:

- apply Psychological and educational tests when needed and interpret the tests results;
- gather integrate and interpret information about child's behaviour and learning issues;
- consult with a class teacher and rest of the team with the aim of planning educational process on the basis of information received from tests, parents' interviewing and behaviour assessment. In this case child's all educational needs must be fully considered
- plan and conduct psychological consultations with children with special needs and their parents and to plan behavioural management strategies together with a class teacher. (MoES 2008, p. 5).

Occupational therapists role in addition to others mentioned above is valuable. Concise Encyclopaedia of Special Education defines occupational therapy as 'the art and science of directing one's participation in selected tasks to restore, reinforce and enhance performance' (Reynolds and Fletcher-Janzen 2007, p.683). Occupational therapist as an educational support server focuses pupils' ability to learn, helps them increase their independence in the school environment. Also he or she educates school personnel about the different considerations required for pupils with disabilities. 'The therapist evaluates, assesses and accommodates functional abilities of students in school classrooms, hallways and other designated areas' (State of Connecticut, Department of Education, 1999, p.4). The occupational therapists with a close collaboration of a regular class teacher help a pupil with special needs to refine or obtain functional abilities necessary to access educational materials and educational settings.

3 Research Methodology

3.1 Introduction

This chapter describes research design in the study. It includes the sample respondents, how the sampling procedure was done, the procedure of data collection and the analysis. Validity and reliability issues are also presented here. The discussion deals with ethical considerations as well.

3.2 Research Design

From the nature of the study question and goal the research is descriptive since we are only interested about the situation from the students' point and are not interested causes.

'Descriptive research deals with questions what things are like, not why they are that way.

Good description is important', 'unless we have described something accurately and thoroughly, attempts to explain it will be misplaced' (Vaus, 2002, p. 18). Reform and development is crucial in order to satisfy and follow the contemporary international declarations or conventions in a field of my research topic. This is distinctly expressed as one of the priorities of Georgian educational policy (MoES, 2008). Therefore initially it is important to investigate what needs to be done and afterwards to study the how and why.

According to Breakwell and Millward (1995) "What" type of research is called "Now Design" that has several advantages:

1. It enables a more in-depth examination of a particular situation.
2. The information it yields can be rich and enlightening, and may provide new leads or raise questions that otherwise might never have been asked.
3. The people involved usually comprise a fairly well circumscribed and captive group; making it possible for the evaluator to describe the attitudes or behavior of most if not all of them.
4. Information about the process can be derived. (p. 33)

Before making changes or steps to any directions presenting descriptive research-based information is crucial.

The research is a survey. ‘Surveys are characterized by a structured or systematic set of data’ (Vaus 2002, p. 3) which, according to Ary, Cheser, Sorensen and Razavieh (2009) ‘permit the researcher to summarize the characteristics of different groups or to measure their attitudes or opinions towards some issue (p. 28).

As Bryman (2008) states, survey research entails the

data collected by questionnaires or by structured interview on more than one case and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables, which are then examined to detect patterns of association (p. 46).

There are several reasons why the cross-sectional design and survey research with questionnaires took place in this study:

- Due to the fact that the population is rather large (students of seven programs/specializations of two universities in Georgia) questioning all students separately would have been difficult. According to Gall, Gall and Borg, one of the advantages of questionnaires is that ‘time required to collect the data is typically much less’ (2007, p. 229). Since all students of all these specializations were 148 (10 were used for pilot testing the questionnaire) to conduct a census study was decided.
- It allowed us to make a comparison between the specialties, and
- The structured data gathered with quantitative survey provided a good opportunity to observe the similarities and differences between the specialties with the perspective of most students of those specialties.

As Vaus discusses there are range of research methods and techniques of data collection, such as interview (structured), questionnaire, in-depth interview, observation or content analysis. (Vaus, 2002, p. 6). Since the purpose of this study is to explore students’ statements, opinions and ideas about their university study programs, and in particular about the knowledge and practical experiences in a field of special needs education in Tbilisi, the measurement approach that was used for an investigation is relevant.

This study is not a replication of any other study and has applied a unique questionnaire, created within the frames of this research on the basis of National strategy and action plan and

university programs curricula. This questionnaire is the only method that was used. It has a mixed format of closed statements and open questions. Vaus (2002, p. 99) give a clear explanation of these two types of formats and states that:

A closed or forced-choice question is one in which a number of alternative answers are provided from which respondents are to select one or more of the answers. An open-ended question is one for which respondents formulate their own answers’.

3.3 Respondent Population and Selection

3.3.1 Selection of the Research Site and Time

The research has been undertaken in Tbilisi, Georgia. It involved two Georgian state universities: Javakhishvili Tbilisi State University and Ilia Chavchavadze State University. Both of them are located in the capital of Georgia. Student questioning took place at their university auditoriums after they had finished their lectures.

The universities were chosen for the study because they are the only state universities in Tbilisi that provide the programs of mentioned specialties.

The research was conducted from 14th till 24th in December, 2009. The research took ten days because of the fact that it had seven different types of respondents (7 specialty students) that we questioned on separate days. Each specialty students’ enquiry took two or three days.

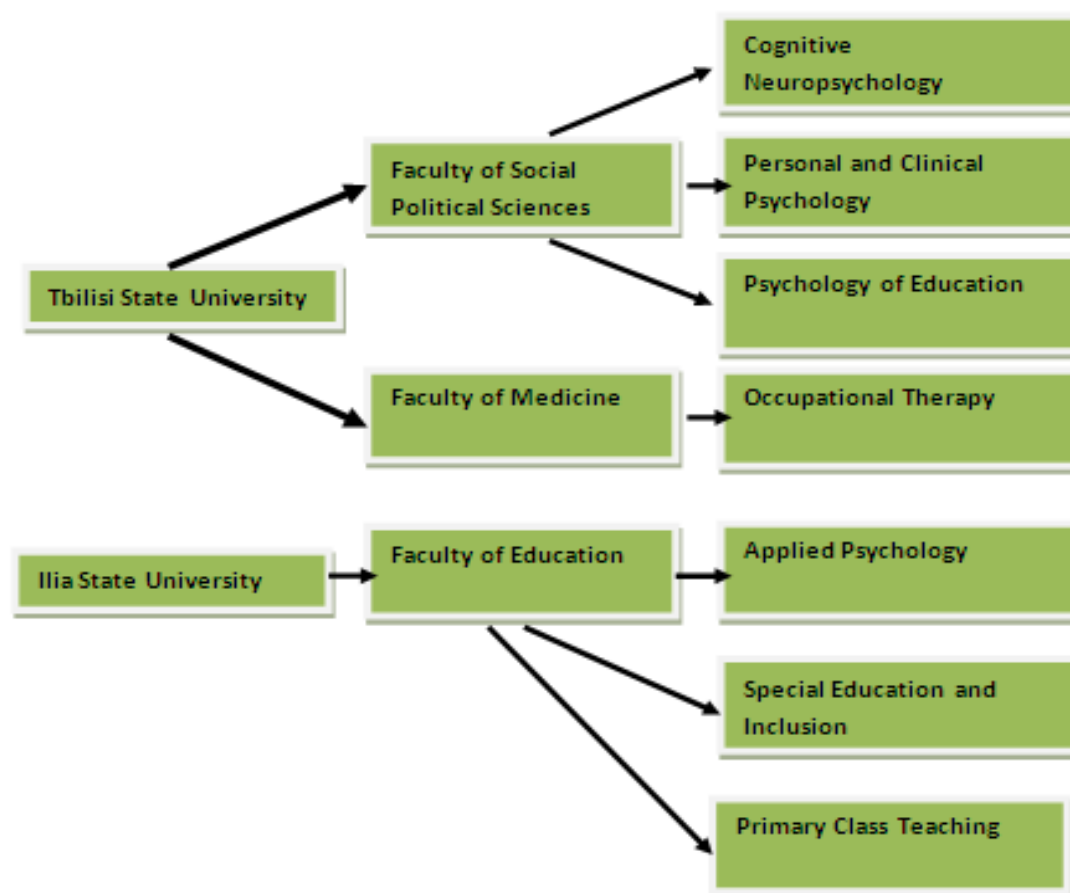
3.3.2 Selection of the Research Respondents

This thesis examines statistical data regarding general knowledge and practical experiences of last year students of these two universities in a field of:

- Psychology,
- Occupational Therapy,
- Special Education and Inclusion,
- and Preliminary Education Teacher.

It must be noted here that there are three types of psychology programs we are interested in, out of which two are the educational programs of Tbilisi State University and one is a part of Ilia State University. Figure 3 gives clear information about this. Therefore, there are seven target higher educational programs of three faculties of two state universities that are the object of this research.

Figure 3: Target Universities, Faculties and Specialties:



The graduates of these seven programs share responsibilities towards children with special educational needs and those around them while working in a field of education.

Target population in a quantitative research includes all members of a real or hypothetical set of people, events, or objects to which researcher wants to generalize the results of the research (Gall et al. 2007 p. 166). The population of this study is all last-year students of these seven specializations. One of two options for portraying something reliable about the population on the basis of the research findings, that Vaus suggests is Statistical generalization. This is a

way when ‘we use probability theory to estimate the likelihood that the patterns observed in the smaller group – the sample – will hold in the larger group – the population’ (Vaus, 2002, p. 69).

3.3.3 Sampling Process and Response Rate

As mentioned above in order to be able to make a statistical generalization good sampling must be made. Since there are specializations that have small population it was decided that a census sample of those would be taken. ‘Census is obtained by collecting information about every member of a group’ (Vaus, 2002, p. 69).

There were one hundred and thirty eight (138) questionnaires that were prepared aiming to obtain census results from the whole target population, however only ninety five (95) that is sixty nine (69%) percent of a whole, were returned filled in by respondents. Luckily, all of those returned were worth for using in analysis.

To make sure that this number of students represented a population with more or less good proportions with each group-specialization, we decided to check this. With the aim of checking whether a 95-respondent-group response represented a population or not; a stratified random sampling was used. This involves a group selected so that certain subgroups in the population are adequately represented in the sample (Gall et al., p. 173).

A sample is a part of population that ‘reflects the population accurately so that it is microcosm of the population’ (Bryman, 2008, p.168). Each student of each program had a chance of participating in this research that allows us to keep our sampling error to a minimum. However, there may be some threats that could have occurred at some level. These will be discussed further below.

The sample of the study were grouped in seven subgroups or strata illustrating the number of population and the number of sample of each specialization: First group includes students of applied psychology, second is a group of special education and inclusion specialty students, third represents students of primary class teachers, fourth group consists of students of occupational therapy, fifth is a group of cognitive a neuropsychology students, sixth and

seventh are groups of personal and clinical psychology and psychology of education students, relatively.

The respondent sample size equals 95. As it is shown in table 1 sample and population number of two higher education programs‘(Occupational Therapy and Cognitive Neuropsychology) equals, that means they represent a census. From eight students of Special Education and Inclusion seven participated in the research, the eighth student had not attended any of the lectures of last-year course because of illness but was yet officially included in a course list. For the rest of specializations (Applied Psychology, Primary Class Teacher, Personal and Clinical Psychology, Psychology of Education) we have more than half of the students as respondents.

The table demonstrates strata representing the samples that are not proportional to the population. As Gall et al, describes this type of approach is called non-proportional stratified random sampling (Gall, et al., 2007 p.173). Table 1: shows the detailed sample of the study. The numbers in first column show the target population size of fourth-grade-students of each specialty. Those in the second one demonstrate representative sample size, and those in the third one represent the sample percentage out of population.

Table 1: Population and Sample Representation of the Study Target Programs

| Target Programs | Population Number | Sample Number | Sample Percent |
|---|------------------------------|--------------------------|---------------------------|
| Applied Psychology | 37 | 25 | 68 |
| Special Education and Inclusion | 8 | 7 | 88 |
| Primary Class Teacher | 54 | 34 | 63 |
| Occupational Therapy | 4 | 4 | 100 |
| Cognitive and Neuropsychology | 2 | 2 | 100 |
| Personal and Clinical Psychology | 25 | 18 | 72 |
| Psychology of Education | 7 | 5 | 71 |
| Total | 138 | 95 | 69 |

3.3.4 The Research Instrument

This study has applied a questionnaire that was created specifically for it. This questionnaire is the only method that was used for this research.

To be more precise with instrument determination, Gall et al definition of “supervised self-completion questionnaire” would be the right case, because, the questionnaires were handed out in each groups of students who filled it out under the supervision of me and my assistant colleague. The questionnaire consists of two parts: first presents demographic info of students (a-e), second part represents 35 study items, out of which 1-30 are closed statements using 5-point Likert scale and 31-35 open-ended questions.

Likert scale typically asks for the extent of agreement-disagreement with an item that the statement is about (Gall et al, 2007, p. 235). Five-point scale ranged from ‘strongly disagree’ to ‘strongly agree’ (1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5- Strongly Agree). These statements measured thematic topics which are illustrated in table 2.

Table 2: Thematic Topics of Questionnaire Items:

| | Thematic points | Questions |
|-----------|---|------------------|
| 1 | Knowledge about types of educational Settings | 1-4 |
| 2 | Knowledge about special educational needs pupils | 5-8 |
| 3 | Knowledge about meeting individual needs of special educational needs pupils | 9-12 |
| 4 | Knowledge about research methodology in a field of special needs education | 13 |
| 5 | Information about national and international laws and regulations about special needs education | 14-16 |
| 6 | Information about professional ethics | 17 |
| 7 | Practical experiences about types of educational Settings | 18-21 |
| 8 | Practical experiences about special educational needs pupils | 22-25 |
| 9 | Practical experiences about meeting individual needs of special educational needs pupils | 26-29 |
| 10 | Practical experiences of using research methodology in a field of special needs education | 30 |

As it is noted above the questionnaire has a mixed format of closed statements and open-ended questions. A considerable attention was paid to develop clear and useful statements and questions. The wording of questions was paid a great deal of attention and a few detailed corrections and revisions were made after the pilot testing of the instrument.

The responses for each item from 1-30 was based on the principle of exclusiveness. It means that the respondents were asked to provide one and only one answer to the question (Vaus, 2002, p. 101).

As for last five open-ended questions, table 3 demonstrates the items of each question (31-35). Answer categories were developed for each question on the basis of all respondents' free answers. This will be mentioned in a subchapter 3.5 - Process of data analysis. Results of analysis are described in details in chapter four.

Table 3: Items of 31-35 Open-ended Questions

| Items of Open-ended Questions | | Questions |
|-------------------------------|----------------------------|-----------|
| 1 | General educational school | 31 |
| 2 | Inclusive school | 32 |
| 3 | Special school | 33 |
| 4 | Integrated class | 34 |
| 5 | Individual education plan | 35 |

3.4 Process of Data Collection

After the above mentioned universities gave permission, the research was conducted immediately.

Both Georgian and English versions of questionnaires were developed. Since the research was conducted in Georgian, only Georgian version of study instrument was administered. The equivalence of Georgian and English versions was revised by a Georgian specialist of English language in collaboration with one of the experts of the Georgian inclusive education project.

The pilot testing of the instrument was made before administering the last version of questionnaires. ‘A pilot study involves small-scale testing of the procedures that is planned to use in the main study’ (Gall et al., 2007, p. 56). Ten students (two from psychology of education, two from personal and clinical psychology and six of primary class teacher program) were used for pilot testing of the research instrument.

Recommendations from students were taken into consideration and structure correction of several statements has been made in order to make them clearer and easier to understand. In this way the miscoding and misinterpretation was highly minimized. Moreover, adequacy of instructions and clarity of research purpose for the respondents completing self-completion questionnaires were also revised.

The process of questionnaire administration in both universities took a week. The questionnaires were administered and study data was collected from a sample of 95 students. The study was conducted at the end of the seventh semester (there are eight semesters in total for bachelor level). In the process of data collection all ethical issues were considered on a maximum level. Most of the students orally pointed out that the language of the questionnaire was easy to understand and unambiguous.

3.5 Process of Data Analysis

The analysis of research data was performed using a Statistical Package for social sciences (SPSS, version 15.) ‘Statistics are mathematical techniques for analyzing numerical data to accomplish various purposes’ (Gall et al., 2007, p. 125).

The quantitative data were analyzed to yield frequencies and percentages of respondents checking each response category on particular closed-form statements. The responses to the last five open-ended questionnaires were classified in a particular way and similar answers from the respondents for each question were grouped under a particular title (category), that was later quantified and analyzed together with closed-ended statements’ responses.

When coding, categories were constructed in relation to data and grouped together under an umbrella term (answer categories) that enabled them to be regarded as one particular type. This was done by putting all answers of student in a table as it is demonstrated in appendix 4. Note that the table is in Georgian, the student's responses are only in Georgian.) Next step was to read through the answers and give one and the same number to the answers that were similar to each other. The constructed answer categories that rose up from student's answers are shown in table 4.

Table 4 Answer Categories, Constructed from Students Responses for Questions 31-35

| Open-ended Questions | | | | |
|-------------------------------|---|--|--|---|
| Constructed Answer Categories | Question 31 | Question 32 | Question 33 | Question 34 |
| | 1. General education school setting is a social and physical environment, where a child receives general education and skills that are important in everyday life | 1. Inclusive education means when children with disabilities and children with normal development receive education together in the same class | 1. Special school is a school where only children with special needs or with specific disabilities receive education | 1. Integrated class is one of the classrooms together with other regular classes in a certain school, where only children with special needs receive education |
| | 2. General education school setting is a place where both children with disabilities and children with normal development receive education | 2. Inclusive education is about providing people with information about special needs children in general schools | 2. Special school is a place where there are both children with normal development and those with special needs receiving education | 2. Integrated class is a place where both children with special needs and those with normal development receive education |
| | 3. General education school setting is a combination of physical, materials and human resources important for children in a process of education | 3. Inclusive education means when children with more or less similar abilities receive education together | 3. Special school is nowadays associated with colleges, where specific subjects are taught with more emphasizes. It may also be a simple secondary school. | 3. Integrated class is a place where children various abilities receive education in the same class and there are several teachers conducting the lesson |
| Question 35 | | | | |
| | | | | 1. Individual Education Plan (IEP) is a plan, a written document that is created for one concrete pupil with special needs on the basis of his/her individual needs |
| | | | | 2. IEP is a program created for each pupil in a class |
| | | | | 3. IEP is developed by a single teacher individually and not together with a team of other pedagogues |

| | | | | |
|---|--|-------------------------|---|-------------------------|
| 4. General education setting is a place where only children with normal development receive education | 4. Inclusive education is only for children with special needs | | 4. Integrated class is a place where a child with special needs sits in a regular class but is not actively involved in educational processes | |
| 777. No response | 777. No response | 777. No response | 777. No response | 777. No response |
| 7777. No clear response | 7777. No clear response | 7777. No clear response | 777. No clear response | 7777. No clear response |

The first constructed categories of for each question are determined as the accurate definitions or descriptions. The rest of the categories are the ones that were also raised from the student responses, however they are not determined as the proper ones.

It should be mentioned here that categories named as ‘no response’ (777) and ‘no clear response’ (777) were considered as missing when performing the analysis. All responses that were considered as ‘no clear response’ were translated into English and are shown qualitatively in appendix 2.

In order to check the instrument scale reliability the Cronbach’s alpha coefficient was calculated. A reliability coefficient of 0.70 or higher is considered is accepted, Then we can say that the scale is reliable (Vaus, 2002). The total scale Cronbach’s alpha together for statements 1-30 and questions 31-35 was 0.945 (table 5), indicating a high reliability of the scale. While checking the scale reliability Cronbach’s alpha was calculated with addition of ‘if item deleted’, in order to check each items’ reliability. The item with low reliability would have been dropped out. The table in Appendix 3 shows that Cronbach’s alpha is high (more than 0.9) and none of the items threatened the scale reliability. Therefore none of the items were dropped out.

Table 5 Scale reliability (N of items 35) Reliability Statistics

| Cronbach's Alpha | Number of Items |
|------------------|-----------------|
| .945 | 35 |

Other statistical processes performed are step by step described in chapter four.

3.6 Validity and Reliability

There may be various reasons, why validity of a questionnaire may be affected. To check the validity of the questionnaire is to make sure that the research instrument measures the exact object it should measure. There are several basic ways of to assess instrument validity out of which we used content validity for this research. According to Vaus (2002, p. 54) it 'emphasizes the extent to which the indicators measure the different aspects of the concept'. Hence, making sure that the major concepts of a research question is clear and well operationalized was significant. In this case the way we define knowledge and practical experiences about the aspects regarded as questionnaire items can affect validity. Poor operationalization and vague questions may lower a level of validity.

The questionnaire was revised by a Norwegian advisor and a Georgian expert of inclusive education project. It was pilot-tested with ten students (since the target population number was 148, we wanted to keep as much respondents for the research as possible). Some adjustments with sentence structuring and terms that are used in the questionnaire were made.

As it is mentioned above the questionnaire has close-ended statements as well as open-ended ones. This gave students an opportunity to demonstrate their opinions about some items with their own words.

In addition to above mentioned, the structure and length of questionnaire was appropriate according to oral comments of the students, as well as items which knowledge and practical experiences we were interested in were simply stated and easy to understand.

Whether the reliability of a questionnaire was appropriate or not, Cronbach's Alpha was calculated. This was done by using SPSS that provided an accurate significance after analysis.

It should be noted here that there was no valid and reliable standardized questionnaire used by other researchers. Therefore the reliability of the questionnaire might have been questioned. However a huge effort was put to avoid this, as a result the Cronbach's Alpha was quite high.

Validity and reliability accuracy is conditional and may be threatened. The researcher (in this case me) attendance could have influenced the student's answers when questionnaires were administered. They could have tried to put 'correct' answers, rather the ones that they were really thinking of. However, at the same time, attending the administration process had an

advantage. The students asked me some questions and received clear and objective responses from me in a way it did not put a research question and aims under risk.

3.7 Ethical Considerations

At every stage process the research considering ethical principles is crucially important. ‘A major ethical dilemma is that which requires researchers to strike a balance between the demands placed on them as professional scientists in pursuit of truth and their subjects’ rights and values potentially threatened by the research’ (Cohen, et al., 2007, p. 51). Here will be outlined those that arose during survey data collection. Bryman discusses four main issues that were initially broken down by Diener and Crandall (1978). Those are:

Harm to participants, lack of informed consent, invasion of privacy and deception (Bryman, 2007, p. 118). In addition to this considering voluntary participation as well as anonymity and confidentiality (Vaus, 2002, p. 59) of the respondents were critical in a study process.

Before starting the research, letters of permission were sent to the corresponding institutions. The study process was executed right after the permission from the related heads and managers were delivered and cooperation was confirmed. The corresponding institutions were also noticed after the research process was over.

The persons who were the respondents of the study were explicitly told about its purpose and that participation in it was voluntary.

The research took into consideration the anonymity and confidentiality of the students. No personal information that could identify them was requested. They also were informed with the fact that that the research is anonymous and confidential.

As Cohen et al state, ethical considerations pervade the whole process of research (2007, p. 57). Therefore each stage demanded careful approach.

Deception is quite critical issue that Bryman points out. It occurs when researcher represents their work as something other than what it is’ (Bryman, 2007, p. 124). The effort was put to

preserve transparency and objectivity of the research for respondents and other involved persons at its planning, conducting and reporting stages.

4 Data Analysis and Presentation

4.1 Introduction

This study examined the student opinions of seven particular higher educational programs of two universities. Each program students gave their opinions about one and the same aspects from their own specialty perspectives and roles. The chapter presents some information of respondent about their university, faculty and specialty program including the demographic data such as age and sex. This is followed by students' opinions about knowledge and practical experiences offered by their higher education programs in the subject of special needs education.

4.2 Respondent-related Demographic Information

As it is clearly stated in chapter three the study included seven specialties of two different universities. Table 6 illustrates the frequencies and percentages of student-respondents specialization groups.

Table 6 Students' Number and Percents in accordance to Their Specialties:

| Specialty | Faculty | University | Frequency and Percent |
|-------------------------------------|-------------------------------|--------------------------------|-----------------------|
| 1. Applied Psychology | Education | Ilia State University (ISU) | 25 26.3% |
| 2.Special Education and Inclusion | Education | ISU | 7 7.4% |
| 3.Primary Class Teaching | Education | ISU | 34 35.8% |
| 4. Occupational Therapy | Medical | Tbilisi State University (TSU) | 4 4.2% |
| 5. Cognitive Neuropsychology | Social and Political Sciences | TSU | 2 2.1% |
| 6. Personal and Clinical Psychology | Social and Political Sciences | TSU | 18 18.9% |
| 7.Psychology of Education | Social and Political Sciences | TSU | 5 5.3% |
| TOTAL | | | 95 100% |

According to table 6 there were twenty five (26.3%) students of applied psychology, seven (7.4%) of special education and inclusion, and thirty four (35.8%) of primary class teaching program. Also four (4.2%) from Occupational therapy, two (2.1%) of total 95 were students of cognitive neuropsychology, eighteen (18.9) of personal and clinical psychology and lastly, five (5.3%) of psychology of education. This table also illustrates the specialties, faculties and universities cross tabulation showing which specializations was taken from which faculty and respectively the University. According to this table respondents number from Tbilisi State University (of four specialties, two faculties) equals to twenty nine, whereas sixty six students participated from Ilia state university (three specialties, one faculty).

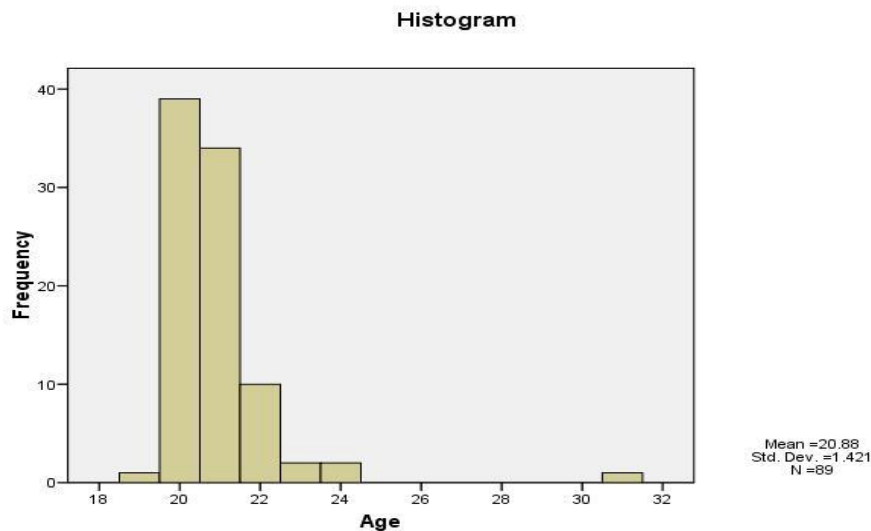
Table 7 Students' Sex

| SEX | Frequency and Percent |
|--------------|------------------------------|
| 1. Male | 6 (6.3%) |
| 2. Female | 89 (93.7%) |
| TOTAL | 95 (100%) |

Table 7 visualizes that female respondents are much more than male ones. There were eighty-nine (93.7%) female students who took part in the research and six males (6.3%).

Demographic part of the questionnaire included age aspect as well. Eighty nine (93.7%) respondents out of ninety five stated their age. For these eighty nine students, the age range is from 19 to 31 with a mean of 20.88 and standard deviation of 1.421. A histogram represented on figure 4 demonstrates this data.

Figure 4 Histogram of Students' Age



Age and sex frequencies and percentages were calculated to present the demographic image of the group, However they were not used in later analysis.

The next part of this chapter deals with the data that we received from the part of the questionnaire that had statements (1-30) with five-point Likert scale, where students had to express if they strongly disagreed, disagreed, neither agreed nor disagreed, agreed or strongly agreed to each statement given.

4.3 Analysing through Items

As it was mentioned above in a methodology chapter, the questionnaire statements and open ended questions measured the main thematic topics in this case scales. Here we follow each thematic points and demonstrate the result for each specialization.

In order to make the data presentation easily comprehensible here the research question is split in two questions.

Question number 1: What are the students' opinions of the knowledge offered by higher education programs in the subject of special needs education?

Question number 2: What are the students' opinions of practical experiences offered by higher education programs in the subject of special needs education?

4.3.1 Knowledge about Types of Educational Settings

The first thematic topic - *Knowledge about types of educational settings* was regarded by four statements (1, 2, 3, and 4) with Alpha of 0.836. Table 8 shows an overall response distribution of ninety-five (95) students for statement 1, 2, 3 and 4 (Note that statement 4 was responded by only ninety-one students (95.8%)) in accordance to all seven specialties.

It is visible here that most of the students of applied psychology declare that they more or less have gained knowledge about educational settings. However the tendency shows that they more do then do not, because seven students (28%) out of twenty-five are of the same mind that they have received this knowledge.

Special education and inclusion students agree to the thought that they have gained knowledge about working in such a school setting, where there are only those children learning, who have more or less similar abilities (42.9%) to some point and in the one where there are one or more children with special educational needs studying with their classmates (71.4%); however they are not really pleased with knowledge that they have gained about how to work in such a school setting, where except other classes there are one or more classes, in which only children with special educational needs study and in such a school setting, where there are only those classes in which only the children with special education needs study (57.1%).

As for primary class teachers most of them are quite confident with the knowledge that is needed for working with children with more or less similar abilities in one class (67.6%). Knowledge about working in other educational settings is more or less gained according to the majority (Table 8).

The fact that more 'primary class teacher'- group students feel positive that they have gained knowledge about such a school setting, where there are one or more children with special needs studying with their classmates (41.1%) should be mentioned here though. For the rest of two educational settings students feel rather negative. In total, 35.2% of thirty-four students express disagreement and strong disagreement to statement 3 and 51.6% of thirty-one (note four responses for this statement was missing within this specialty group) four statement 4.

Table 8 Knowledge about Types of Educational Settings

| S1 I have gained knowledge about, how to work in such a school setting, where there are only those children learning, who have more or less similar abilities | | | | | | | | |
|--|----------------------------|-------------------------------------|----------------------------|------------------------------|-----------------------------------|----------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied psychology | 2Special Educ. and inclusion | 3Prim.Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Pers.Clinical Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 0 (0%) | 4 (22.2%) | 0 (0) | 5 (5.3%) |
| 2 Disagree | 3 (12.0%) | 1 (14.3%) | 2 (5.9%) | 0 (0%) | 0 (0%) | 5 (27.8) | 0 (0) | 11(11.6%) |
| 3 Neither agree, nor disagree | 14 (56.0%) | 2 (28.6%) | 8 (23.5%) | 1 (25.0%) | 2 (100%) | 6 (33.3%) | 3 (60%) | 36 (37.9%) |
| 4 Agree | 7 (28.0%) | 3 (42.9%) | 15 (44.1%) | 3 (75%) | 0 (0%) | 3 (16.7%) | 1 (20%) | 32 (33.7%) |
| 5 Strongly agree | 1 (4.0%) | 1 (14.3%) | 8 (23.5%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (20%) | 11 (11.6%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S2 I have gained knowledge about, how to work in such a school setting, where there are one or more children with special needs studying with their classmates | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1 (4%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 0(0%) | 8 (44.4%) | 0 (0%) | 10 (10.5%) |
| 2 Disagree | 7 (28%) | 1 (14.3%) | 5 (17.9%) | 0(0%) | 0 (0%) | 5 (27.8%) | 2 (40%) | 20 (21.1%) |
| 3 Neither agree, nor disagree | 9 (36%) | 0 (0%) | 14 (41.2%) | 0(0%) | 2 (100%) | 4 (22.2%) | 2 (40%) | 31 (32.6%) |
| 4 Agree | 6 (24%) | 5 (71.4%) | 8 (23.5%) | 4 (100%) | 0 (0%) | 1 (5.6%) | 1 (20%) | 25 (26.3%) |
| 5 Strongly agree | 2 (8%) | 1 (14.3%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 9 (9.5%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S3 I have gained knowledge, how to work in such a school setting, where except other classes there are one or more classes, only with children with special needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1 (4%) | 1 (14.3%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 9 (50%) | 2 (40%) | 19 (20%) |
| 2 Disagree | 10 (40%) | 1 (14.3%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 6 (33.3%) | 2 (40%) | 25 (26.3%) |
| 3 Neither agree, nor disagree | 4 (16%) | 4 (57.1%) | 16 (47.1%) | 0 (0%) | 0 (0%) | 2 (11.1%) | 1 (20%) | 27 (28.4%) |
| 4 Agree | 9 (36%) | 1 (14.3%) | 3 (8.8%) | 4 (100%) | 2 (100%) | 1 (5.6%) | 0 (0%) | 20 (21.1%) |
| 5 Strongly agree | 1 (4%) | 0 (0%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (4.2%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S4 I have gained knowledge about, how to work in such a school setting, where there are only those classes in which only the children with special needs study | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1 (4.2%) | 0 (0%) | 9 (29%) | 0 (0%) | 0 (0%) | 10 (55.6%) | 2 (40%) | 22 (24.2%) |
| 2 Disagree | 10 (41.7%) | 4 (57.1%) | 7 (22.6%) | 0 (0%) | 0 (0%) | 5 (27.8%) | 3 (60%) | 29 (31.9%) |
| 3 Neither agree, nor disagree | 7 (29.2%) | 2 (28.6%) | 11 (35.5%) | 0 (0%) | 1 (50%) | 2 (11.1%) | 0 (0%) | 23 (25.3%) |
| 4 Agree | 6 (25%) | 1 (14.3%) | 4 (12.9%) | 3 (75%) | 1 (50%) | 1 (5.6%) | 0 (0%) | 16 (17.6%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 0 (%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (1.1%) |
| Total | 24 (100%) | 7 (100%) | 31 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 91 (100%) |

As it is evident from the table 8 occupational therapist specialty students are content with the knowledge that they have gained for working in various educational settings mentioned in statements.

Responses for each type of educational settings by two students of cognitive psychology do not vary much; they are more or less full of knowledge about working in various settings.

The majority of personal and clinical psychology group stays mostly rather negative and states that they have not gained this type of knowledge.

Notably, students of educational psychology mostly disagree with the fact that they have received knowledge about working in different types of educational settings.

4.3.2 Knowledge about Special Educational Needs Pupils

The second thematic topic - *Knowledge about special educational needs pupils* was measured by four statements of the questionnaire (5, 6, 7, and 8) with Alpha of 0.914. Table 9 shows an overall response distribution of ninety-five (95) students for statement 1, 2, 3 and 4 (Note that statement 4 was responded by only ninety-two students (96.8%) in accordance to all seven specialties.

Knowledge about forms of disabilities and health problems of pupils with special educational needs was gained by eight students (32%) of applied psychology according to them. However it is notable that fourteen students (56%) out of twenty-five tend to be more negatively disposed. Eleven students (44%) out of twenty-five have difficulties to state whether they have gained knowledge about special educational needs children identification methods. Table 9 obviously shows that 36% of those twenty-five respondents mostly feel that they have not acquired knowledge about how to identify children with special needs. While eight students (32%) of this group out of twenty-five disagree with the statement that they have acquired knowledge about specific learning characteristics of pupils with special educational needs from their specialty program, nine (36%) of it agree. Majority of applied psychology group students (45.8%) stay neutral regarding knowledge about teaching strategies of children with special education needs, however response distribution on disagree-agree alternatives are almost similar.

Special education and inclusion group students' responses are mostly distributed on an agreement parts for all four items of knowledge about special educational needs children, rather than disagreement ones. In comparison to this, statistics of the primary class teacher specialty students' opinions are mostly neutral within the second thematic topic. On the other hand tendency is worth to be mentioned: According to the 32.4 % of thirty-four students, they know the forms of disabilities and health problems of pupils with special educational needs from their study program. 32.3% of them do not think that they know how to identify pupils with special needs, but 26.8% declare the opposite. More positive tendency of opinions is perceived regarding the knowledge of learning characteristics of children with special educational needs and teaching strategies of them (see table 9 for detailed frequencies and percents).

Students of Occupational therapy reflect to the items of the second thematic topic quite positively. They mostly agree to the statements 5, 6, 7 but stay neutral for statement 8 that is about knowledge of teaching strategies of special needs children.

According to the opinion of two students (100%) of cognitive neuropsychology they have gained knowledge about forms of disabilities and health problems. Their opinions are divided when stating their position about knowledge of identification methods and specific learning characteristics of children with special needs: One stays neutral, while another agrees to the corresponding statements. Knowledge about the teaching strategies of pupils with special educational needs has been gained by students of cognitive psychology according to their opinions.

The majority of personal and clinical psychology students mostly view that they have not gained the knowledge about special educational needs pupils.

Table 9 Knowledge about Special Educational Needs Pupils

| S5 I have gained the knowledge about forms of disabilities and health problems of pupils with special educational needs | | | | | | | | |
|--|----------------------------|---|----------------------------|------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied psychology | 2Special Education and inclusion | 3Prim Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Pers. Clin. Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 0 (0%) | 0 (0%) | 4 (11.8%) | 0 (0%) | 0 (0%) | 3 (16.7%) | 0 (0%) | 7 (7.4%) |
| 2 Disagree | 7 (28%) | 0 (0%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 7 (38.9%) | 2 (40%) | 22 (23.2%) |
| 3 Neither agree, nor disagree | 7 (28%) | 0 (0%) | 11 (32.4%) | 1 (25.0%) | 0 (0%) | 5 (27.8%) | 2(40%) | 26 (27.4%) |
| 4 Agree | 8 (32.0%) | 3 (42.9%) | 11 (32.4%) | 1 (25%) | 2 (100%) | 3 (16.7%) | 1(20%) | 29 (30.5%) |
| 5 Strongly agree | 3 (12%) | 4 (57.1%) | 2 (5.9%) | 2(50%) | 0 (0%) | 0 (0%) | 0 (0%) | 11(11.6%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S6 I have gained the knowledge about methods of identifying pupils, who have special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 4 (16%) | 0 (0%) | 8 (23.5%) | 0 (0%) | 0(0%) | 5 (27.8%) | 0 (0%) | 17 (17.9%) |
| 2 Disagree | 5 (20%) | 0 (0%) | 3 (8.8%) | 0(0%) | 0 (0%) | 8 (44.4%) | 0 (0%) | 16 (16.8%) |
| 3 Neither agree, nor disagree | 11 (44%) | 2 (28.6 %) | 14 (41.2%) | 1 (25%) | 1 (50%) | 2 (11.1%) | 1 (20%) | 32 (33.7%) |
| 4 Agree | 3(12%) | 3 (42.9%) | 7 (20.6%) | 3 (75%) | 0 (0%) | 3 (16.7%) | 3 (60%) | 22 (23.2%) |
| 5 Strongly agree | 2 (8%) | 2 (28.6) | 2 (5.9%) | 0 (0%) | 1 (50%) | 0 (0%) | 1 (20%) | 8 (8.4%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S7 I have gained the knowledge about specific learning characteristics of pupils with special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1 (4%) | 0 (0%) | 4 (11.8%) | 0 (0%) | 0 (0%) | 5 (27.8%) | 1 (20%) | 11 (11.6%) |
| 2 Disagree | 8 (32%) | 0 (0%) | 5 (14.7%) | 0 (0%) | 0 (0%) | 8 (44.4%) | 0 (0%) | 21 (22.1%) |
| 3 Neither agree, nor disagree | 6 (24%) | 0 (0%) | 12 (35.3%) | 1 (25%) | 1 (50%) | 5 (27.8%) | 2 (40%) | 27 (28.4%) |
| 4 Agree | 9 (36%) | 2 (28.6%) | 10 (29.4%) | 1 (25%) | 1(50%) | 0 (0%) | 2 (40%) | 25 (26.3%) |
| 5 Strongly agree | 1 (4%) | 5 (71.4%) | 3 (8.8%) | 2 (50%) | 0 (0%) | 0 (0%) | 0 (%) | 11 (11.6%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S8 I have gained the knowledge about the teaching strategies of pupils with special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1(4.2%) | 0 (0%) | 5 (15.6%) | 0 (0%) | 0 (0%) | 6 (33.3%) | 1 (20%) | 13 (14.1%) |
| 2 Disagree | 6 (25%) | 0 (0%) | 5 (15.6%) | 1 (25%) | 0 (0%) | 8 (44.4%) | 2 (40%) | 22 (23.9%) |
| 3 Neither agree, nor disagree | 11 (45.8%) | 2 (28.6%) | 10 (31.3%) | 3 (75%) | 0 (0%) | 4 (22.2%) | 1 (20%) | 31 (33.7%) |
| 4 Agree | 5 (20.8%) | 4 (57.1%) | 8 (25%) | 0 (%) | 1 (50%) | 0 (%) | 1 (20%) | 19 (20.7%) |
| 5 Strongly agree | 1 (4.2%) | 1 (14.3%) | 4 (12.5%) | 0 (%) | 1 (50%) | 0 (%) | 0 (%) | 7 (7.6%) |
| Total | 24 (100%) | 7 (100%) | 32 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 92 (100%) |

As it is evident from table 9 education psychology students' responses are quite dispersed. Four students' responses out of five are equally distributed on options disagree and neither agree nor disagree for the fifth statement, while for the sixth statement three out of five declare agreement. Responses for the seventh and eighth statements are distributed dispersedly. Two students (40%), out of five, mention that they have not gained knowledge about teaching strategies of children with special educational needs.

4.3.3 Knowledge about Meeting Individual Needs of Special Educational Needs Pupils

The third thematic topic - *Knowledge about meeting individual needs of special educational needs pupils* also consists of four items which were explored by questionnaire statements: 9, 10, 11 and 12. Alpha equalled to 0.888. Table 10 shows an overall response distribution of ninety-five students in accordance to all seven specialties.

This table show that only nine students (36%) out of twenty-five of applied psychology think that they have knowledge to provide their input when adapting and modifying a general education curriculum for pupils with special educational needs but the rest of them mostly tend to the responses that show that they have not gained this knowledge. The similar can be seen regarding knowledge of adapting and developing materials that match the needs of pupils with special needs. Even though most of the applied psychology students (48%) stay neutral about gaining knowledge useful for developing individual education plans it worth the be noted that eight (32%) of twenty-five feel more negative. The similar results are presented regarding knowledge for implementing individual education plans in practice.

A majority (four 57.1. %) students out of seven) of special education and inclusion group agrees to the opinion that they know what is their professional input when adapting and modifying general curriculum. The same number of students declares agreement and strong agreement (57.2% in total) regarding knowledge for adapting and developing materials for matching the needs of pupils with special needs. Eleven (32.4%) students of primary education teacher group feel confident with the input which they may provide when adapting and modifying the general education curriculum. Twelve (35.3) out of thirty-four feel modereate about statement 10 and 11, but nine (26.5%) think they know how to implement individual education plan.

Two students (50 %) of occupational therapy group consisting of four students feel positive for statement 9 but stay neutral for statement 10 (50%), statement 11 (50%) and statement 12 (75 % of four students).

Students of Cognitive Neuropsychology feel confident with knowledge needed for general education curriculum adaptation and modification provision, both of them stay moderate for statement 10. As for developing individual education plans (item 11) and implementing them into practice (item 12) the responses split between agreement and disagreement to each statement (see table 10). Most of Personal and clinical psychology students feel negative for all four statements of the thematic topic. Similar results can be observed in table 10 for the majority of educational psychology group.

4.3.4 Knowledge about Research Methodology in a Field of Special Needs Education

The forth thematic topic - *Knowledge about research methodology in a field of special needs education* was assessed only by one item (statement 13) with respect to all seven specialties. Table 11 shows an overall response distribution by all ninety-five students.

A group of applied psychology stay neutral (48% of twenty-five students) about knowledge of research methodologies in a field of special needs education with the Tendency of not having gained knowledge of this thematic topic. Nine students (26%) of the group declare negative opinion about it.

Four (57.1%) out of seven special education and inclusion students do not see that they gained knowledge about research methodology from their study program, Neither do Occupational therapy, Cognitive Neuropsychology and personal and clinical psychology group students. 25.6% of primary class teaching group and 60% of five psychology of Education students have difficulty to state opinion about the research methodology knowledge.

Table 10 Knowledge about Meeting Individual Needs of Special Educational Needs Pupils

| S9 I have gained knowledge about professional input I may provide when adapting and modifying the general education curriculum for pupils with special needs | | | | | | | | |
|---|----------------------------|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied Psychology | 2Special Education and inclusion | 3Primary Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Personal, Clinical Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 2 (8%) | 1 (14.3%) | 7 (20.6%) | 0 (0%) | 0 (0%) | 8 (44.4%) | 2 (40%) | 20 (21.1%) |
| 2 Disagree | 7 (28%) | 0 (0%) | 4 (11.8%) | 1 (25%) | 0 (0%) | 7 (38.9%) | 1 (20%) | 20 (21.1%) |
| 3 Neither agree, nor disagree | 7 (28%) | 0(0%) | 9 (26.5%) | 0 (0%) | 0 (0%) | 2 (11.1%) | 1 (20%) | 19 (20%) |
| 4 Agree | 9 (36%) | 4 (57.1%) | 11 (32.4%) | 2 (50%) | 1 (50%) | 1 (5.6%) | 1 (20%) | 29 (30.5%) |
| 5 Strongly agree | 0 (0%) | 2 (28.6%) | 3 (8.8%) | 1 (25%) | 1 (50%) | 0 (0%) | 0 (0%) | 7 (7.4%) |
| Total | 25 (100%) | 7(100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S10 I have gained knowledge about professional input I may provide when adapting and developing materials that match the needs of pupils with special needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1 (4%) | 0 (0%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 7 (38.9%) | 2 (40%) | 16 (16.8%) |
| 2 Disagree | 9 (36%) | 1 (14.3%) | 4 (11.8%) | 1 (25%) | 0 (0%) | 7 (38.9%) | 1 (20%) | 23 (24.2%) |
| 3 Neither agree, nor disagree | 7 (28%) | 2 (28.6%) | 12 (35.3%) | 2 (50%) | 2 (100%) | 3 (16.7%) | 0 (0%) | 28 (29.5%) |
| 4 Agree | 8 (32%) | 2 (28.6%) | 10 (29.4%) | 1 (25%) | 0 (0%) | 1 (5.6%) | 2 (40%) | 24 (25.3%) |
| 5 Strongly agree | 0 (0%) | 2 (28.6%) | 2 (5.9%) | 0 (%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (4.2%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S11 I have gained the knowledge about developing individual education plan for pupils with special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 1 (4%) | 0 (0%) | 4 (11.8%) | 0 (0%) | 1(50%) | 9 (50%) | 2 (40%) | 17 (17.9%) |
| 2 Disagree | 7 (28%) | 0 (0%) | 6 (17.6%) | 2 (50%) | 0 (0%) | 4 (22.2%) | 1 (20%) | 20 (21.1%) |
| 3 Neither agree, nor disagree | 12 (48%) | 3 (42.9%) | 12 (35.3%) | 2 (50%) | 0 (0%) | 5 (27.8%) | 1 (20%) | 35 (36.8%) |
| 4 Agree | 4 (16%) | 2 (28.6%) | 7 (20.6%) | 0 (0%) | 1 (50%) | 0 (0%) | 1 (20%) | 15 (15.8%) |
| 5 Strongly agree | 1 (4%) | 2 (28.6%) | 5 (14.7%) | 0 (0%) | 0 (%) | 0 (0%) | 0 (0%) | 8 (8.4%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S12 I have gained the knowledge about implementing individual education plan into practice | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 2 (8%) | 2 (28.6%) | 7 (20.6%) | 0 (0%) | 0 (0%) | 11 (61.1%) | 3 (60 %) | 25 (26.3%) |
| 2 Disagree | 5 (20%) | 0 (0%) | 7 (20.6%) | 1 (25%) | 1(50%) | 6 (33.3%) | 1 (20%) | 21 (22.1%) |
| 3 Neither agree, nor disagree | 13 (52%) | 2 (28.6%) | 8 (23.5%) | 3 (75%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 27 (28.4%) |
| 4 Agree | 5(20%) | 2 (28.6%) | 9 (26.5%) | 0 (0%) | 1 (50%) | 0 (0%) | 1 (20%) | 18 (18.9%) |
| 5 Strongly agree | 0 (0%) | 1 (14.3%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (4.2%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95(100%) |

Table 11 Knowledge about Research Methodology in a Field of Special Needs Education

| S13 I have gained the knowledge about research methodology in a field of special needs education | | | | | | | | |
|---|--------------------------------|--|---------------------------------------|-----------------------------------|---------------------------------------|--|--------------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied Psychology | 2 Special Education and Inclusion | 3Primary Class Teacher | 4 Occupational Therapy | 5Cognitive Neuropsychology | 6 Personal, Clinical Psychology | 7 Psychology of Education | Total |
| 1 Strongly disagree | 3 (12%) | 0 (0%) | 8 (23.5%) | 2 (50%) | 0 (0%) | 5 (27.8%) | 1 (20%) | 19 (20%) |
| 2 Disagree | 6 (24%) | 4 (57.1%) | 8 (23.5%) | 1 (25%) | 1(50%) | 7 (38.9%) | 0 (0%) | 27 (28.4%) |
| 3 Neither agree, nor disagree | 12 (48%) | 2 (28.6%) | 9 (26.5%) | 1 (25%) | 1 (50%) | 3 (16.7%) | 3 (60%) | 31 (32.6%) |
| 4 Agree | 4 (16%) | 1 (14.3%) | 7 (20.6%) | 0 (0%) | 0 (0%) | 3 (16.7%) | 1 (20%) | 16 (16.8%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 2 (5.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (2.1%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |

4.3.5 Information about National and International Laws and Regulations about Special Needs Education

For the fifth thematic topic: *Information about national and international laws and regulations about special needs education* 14, 15, and 16 items were calculated and illustrated in table 12. For this scale Alpha is high as well and equals to 0.877.

According to eleven students (42%) of applied psychology, table 14-16 shows that information about rights of people with special needs was gained where as information regarding international acts, conventions and statements about special needs education was not quite shared by the university programs with the view of a majority of this specialty group (44% of twenty-five students). Information about national laws, acts and action plans is quite unfamiliar for most of them (52%).

A majority of special education and inclusion students declare that they have information about rights of people with special needs (five students out of seven – 71.4%) and are familiar with international documents about special needs education (three out of seven – 42.9%), however they are not really familiar with national documentations and laws regarding children with special needs (71.5% of seven students).

Eleven primary class teacher group students express they are aware of rights of people with special needs. However for other two statements of this thematic topic they give negative positions. That means they do not have information about international (32.4% of thirty-four students) or national (32.4% of thirty-four students) documents regarding special needs education.

Occupational therapy students state that they have information about national and international laws and regulations about special needs education as well as regarding special needs people's rights. This cannot be said about Cognitive and neuropsychology and Personal and clinical psychology and Psychology of education group students. Most of the students of each group stay negative for each statement (see table 12).

Table 12: Information about National and International Laws and Regulations about Special Needs Education

| S14 I have gained the information regarding the rights of people with special needs | | | | | | | | |
|---|----------------------------|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied psychology | 2Special Education and inclusion | 3Primary Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Personal, Clinical Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 5 (20%) | 0 (0%) | 5 (14.7%) | 0 (0%) | 0 (0%) | 6 (33.3%) | 1 (20%) | 17 (17.9%) |
| 2 Disagree | 1 (4%) | 0 (0%) | 8 (23.5%) | 0 (0%) | 0 (0%) | 7 (38.9%) | 3 (60%) | 19 (20%) |
| 3 Neither agree, nor disagree | 8 (32%) | 1 (14.3%) | 5 (14.7%) | 1 (25.0%) | 1 (50%) | 0 (0%) | 1 (20%) | 17 (17.9%) |
| 4 Agree | 7 (28.0%) | 5 (71.4%) | 11 (32.4%) | 1 (25%) | 0 (0%) | 2 (11.1%) | 0 (0%) | 26 (27.4%) |
| 5 Strongly agree | 4 (16%) | 1 (14.3%) | 5 (14.7%) | 2 (50%) | 1 (50%) | 3 (16.7%) | 0 (0%) | 16 (16.8%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S15 I have gained the information regarding international acts, conventions and statements about special needs education | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 6 (24%) | 0 (0%) | 11 (32.4%) | 0 (0%) | 0 (0%) | 9 (50%) | 4 (80%) | 30 (31.6%) |
| 2 Disagree | 5 (20%) | 1 (14.3%) | 8 (23.5%) | 0 (0%) | 0 (0%) | 5 (27.8%) | 0 (0%) | 19 (20%) |
| 3 Neither agree, nor disagree | 9 (36%) | 2 (28.6 %) | 8 (23.5%) | 1 (25%) | 2 (50%) | 3 (16.7%) | 1 (20%) | 26 (27.4%) |
| 4 Agree | 3 (12%) | 3 (42.9%) | 5 (14.7%) | 2 (50%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 14 (14.7%) |
| 5 Strongly agree | 2 (8%) | 2 (14.3%) | 2 (5.9%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 6 (6.3%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S16 I have gained the information regarding national laws and regulations, acts and action plan | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 7 (28%) | 1 (14.3%) | 11 (32.4%) | 0 (0%) | 0 (0%) | 11 (61.1%) | 5 (20%) | 35 (36.8%) |
| 2 Disagree | 6 (24%) | 2 (28.6%) | 7 (20.6%) | 0 (0%) | 1 (50%) | 5 (27.8%) | 0 (0%) | 21 (22.1%) |
| 3 Neither agree, nor disagree | 6 (24%) | 2 (28.6%) | 10 (29.4%) | 3 (75%) | 1 (50%) | 2 (11.1%) | 0 (0%) | 24 (25.3%) |
| 4 Agree | 5 (20%) | 1 (14.3%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 9 (9.5%) |
| 5 Strongly agree | 1 (4%) | 1 (14.3%) | 3 (8.8%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 6 (6.3%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |

4.3.6 Information about Professional Ethics

The sixth thematic topic - *Information about professional ethics* with its one item (17) calculated on the basis of all ninety-five students' opinions are shown in table 13.

Information regarding professional ethics is received from the program of applied psychology, as ten students (40%) out of twenty-four of this specialty group state. Special education and inclusion students' responses are quite dispersed for this item. 10 % of thirty-four primary class teacher program feel that they do have gained information about their professional ethics. The same can be assumed from the occupational therapy group responses. Three out of four strongly agrees to the statement that they have gained information regarding the professional ethics. All two students of cognitive neuropsychology are also strongly confident with respect to professional ethics information. According to the majority of personal and clinical psychology students (ten (55.6%) students out of eighteen) they gained this information. Only two out of five students of psychology of education group strongly agrees with students mentioned here.

4.3.7 Practical Experiences about Types of Educational Settings

Four more items described in statements: 18, 19, 20 and 21 constructed the seventh thematic topic - *Practical experiences about types of educational Settings* with Alpha of 0.879. Table 14 shows an overall response distribution of ninety-five (95) students for statement 19 and 20, of ninety-four students (98.9%) for statement 18 and of ninety-three (97.9%) for statement 21 with respect to all seven specialties.

Calculation has shown that 44.7 % of ninety-four students state that they have not gained practical experience of working in such a schools setting, where there are only those children learning, who have more or less similar abilities. In total 55.8% of all specialty students disagree with statement 2 which is about whether students have gained practical experiences of working in such a school

Table 13 Information about Professional Ethics

| S17 I have gained information regarding the professional ethics | | | | | | | | |
|---|---------------------|-----------------------------------|------------------------|------------------------|----------------------------|---------------------------------|---------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied Psychology | 2 Special Education and Inclusion | 3Primary Class Teacher | 4 Occupational Therapy | 5Cognitive Neuropsychology | 6 Personal, Clinical Psychology | 7 Psychology of Education | Total |
| 1 Strongly disagree | 1(4 %) | 2 (28.6%) | 5 (14.7%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (20%) | 9 (9.5%) |
| 2 Disagree | 5 (20%) | 0 (0%) | 2 (5.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 7 (7.4%) |
| 3 Neither agree, nor disagree | 10 (40%) | 1 (14.3%) | 8 (23.5%) | 0 (0%) | 0 (0%) | 4 (22.2%) | 1 (20%) | 24 (25.3%) |
| 4 Agree | 3 (12%) | 2 (28.6%) | 10 (29.4%) | 1 (25%) | 0 (0%) | 4 (22.2%) | 1 (20%) | 21 (22.1%) |
| 5 Strongly agree | 6 (24%) | 2 (28.6%) | 9 (26.5%) | 3 (75%) | 2 (100%) | 10 (55.6%) | 2 (40%) | 34 (35.8%) |
| Total | 24 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |

Table 14 Practical Experiences about Types of Educational Settings

| S18 I have gained prac. exper. about, how to work in such a school setting, where there are only those children learning, who have more or less similar abilities | | | | | | | | |
|--|----------------------------|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied psychology | 2Special Education and inclusion | 3Primary Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Personal, Clinical Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 6 (24%) | 2 (28.6%) | 17 (50%) | 1(25%) | 0 (0%) | 12 (70.6%) | 4 (80%) | 42 (44.7%) |
| 2 Disagree | 2 (8%) | 2 (28.6%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (20%) | 8 (8.5%) |
| 3 Neither agree, nor disagree | 11 (44%) | 2 (28.6%) | 4 (11.8%) | 3 (75%) | 1 (50%) | 5 (29.4%) | 0 (0%) | 26 (27.7%) |
| 4 Agree | 4 (16%) | 1 (14.3%) | 4 (11.8%) | 0 (0%) | 1 (50%) | 0 (0%) | 0 (0%) | 10 (10.6%) |
| 5 Strongly agree | 2 (8%) | 0 (0%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 8 (8.5%) |
| Total | 25 (100%) | 7(100%) | 34 (100%) | 4 (100%) | 2 (100%) | 17 (100%) | 5 (100%) | 94 (100%) |
| S19 I have gained prac. exper. about how to work in such a school setting, where there are one or more children with special needs studying with their classmates | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 10 (40%) | 6 (85.7%) | 18 (52.9%) | 0 (0%) | 0 (0%) | 14 (77.8%) | 5 (100%) | 53 (55.8%) |
| 2 Disagree | 5 (20%) | 0 (0%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 3 (16.7%) | 0 (0%) | 14 (14.7%) |
| 3 Neither agree, nor disagree | 8 (32%) | 0 (0%) | 2 (5.9%) | 3 (75%) | 2 (100%) | 1 (5.6%) | 0 (0%) | 16 (16.8%) |
| 4 Agree | 1 (4%) | 1 (14.3%) | 5 (14.7%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 7 (7.4%) |
| 5 Strongly agree | 1 (4%) | 0 (0%) | 3 (8.8%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 5 (5.3%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S20 I have gained prac. exper, how to work in such a school, where except other regular classes there are one or more classes with only children with special needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 12 (48%) | 5 (71.4%) | 23 (67.6%) | 1 (25%) | 1(50%) | 16 (88.9%) | 5 (100%) | 63 (66.3%) |
| 2 Disagree | 3 (12%) | 1 (14.3%) | 6 (17.6%) | 2 (50%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 13 (13.7%) |
| 3 Neither agree, nor disagree | 7 (28%) | 0 (0%) | 2 (5.9%) | 1 (25%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 11 (11.6%) |
| 4 Agree | 3 (12%) | 0 (0%) | 2 (5.9%) | 0 (0%) | 1 (50%) | 0 (0%) | 0 (0%) | 6 (6.3%) |
| 5 Strongly agree | 0 (0%) | 1 (14.3%) | 1 (2.9%) | 0 (0%) | 0 (%) | 0 (0%) | 0 (0%) | 2 (2.1%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S21 I have gained prac. exper, how to work in such a school, where there are only those classes in which only the children with special educational needs study | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 14 (56%) | 6 (85.7%) | 22 (68.8%) | 0 (0%) | 1 (50%) | 17 (94.4%) | 5 (100 %) | 65 (69.9%) |
| 2 Disagree | 3 (12%) | 1 (14.3%) | 6 (18.8%) | 0 (0%) | 0(0%) | 0 (0%) | 0 (0%) | 10 (10.8%) |
| 3 Neither agree, nor disagree | 7 (28%) | 0 (0%) | 1 (3.1%) | 1 (25%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 10 (10.8%) |
| 4 Agree | 1 (4%) | 0 (0%) | 2 (6.3%) | 2 (50%) | 1(50%) | 0 (0%) | 0 (0%) | 6 (6.5%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 1 (3.1%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (2.2%) |
| Total | 25 (100%) | 7 (100%) | 32 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 93 (100%) |

setting, where there are one or more children with special needs studying with their classmates. 66.6% of ninety-five students state that they have not experienced practical work within a school setting, where except other regular classes there are one or more classes with only children with special needs. Sixty-five students (69.9%) out of ninety-three, who have given their position about statement 21 express that they had no working practice in such a school setting, where there are only those classes in which only the children with special educational needs study.

4.3.8 Practical Experiences about Special Educational Needs Pupils

Statements 22, 23, 24 and 25 gave results for the eighth thematic topic - *Practical experiences about special educational needs pupils* (Alpha=0.945). Results are illustrated on Table 15.

Notable Statistical results are observed from this thematic topic. All specialty students, except occupational therapy ones, declare (fifty-six (59.6%) students out of ninety-four) that they have not had an opportunity to apply knowledge about forms of disabilities and health problems of pupils with special educational needs into practice, neither had any practical experience using method of identifying pupils with special educational needs (65.6% out of ninety-three).

Exploring specific learning characteristics and specific teaching methods within a real practical settings apparently has not been an available activity for a majority of students of applied psychology, special education and inclusion, primary class teacher group, cognitive and neuropsychology, personal and clinical psychology and psychology of education groups.

It should be noted here that occupational therapy group consisting of four students has different results apart from other specialty groups. For first two items the majority of them most certainly agree with the statements 22 (two students – 50%) and 23 (three – 75%), however stay quite neutral for statements 24 (two students – 50%) and 25 (three – 75%) (See table 15).

Table 15 Practical Experiences about Special Educational Needs Pupils

| S22 I have gained the practical experience about forms of disabilities and health problems of pupils with special educational needs | | | | | | | | |
|--|----------------------------|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied psychology | 2Special Education and inclusion | 3Primary Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Personal, Clinical Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 8 (32%) | 3 (42.9%) | 24 (70.6%) | 0 (0%) | 1 (50%) | 15 (88.2%) | 5 (100%) | 56 (59.6%) |
| 2 Disagree | 6 (24%) | 2 (28.6%) | 4 (11.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 12 (12.8%) |
| 3 Neither agree, nor disagree | 8 (32%) | 0 (0%) | 3 (8.8%) | 1 (25%) | 0 (0%) | 1 (5.9%) | 0 (0%) | 13 (13.8%) |
| 4 Agree | 3 (12%) | 2 (28.6%) | 3 (8.8%) | 1 (25%) | 0 (0%) | 1 (5.9%) | 0 (0%) | 10 (10.6%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 0 (0%) | 2 (50%) | 1 (50%) | 0 (0%) | 0 (0%) | 3 (3.2%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 17 (100%) | 5 (100%) | 94 (100%) |
| S23 I have gained the practical experience about methods of identifying pupils, who have special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 11 (45.8%) | 6 (85.7%) | 23 (69.7%) | 0 (0%) | 1 (50%) | 15 (83.3%) | 5 (100%) | 61 (65.6%) |
| 2 Disagree | 7 (29.2%) | 0 (0%) | 6 (18.2%) | 1 (25%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 15 (16.1%) |
| 3 Neither agree, nor disagree | 3 (12.5%) | 0 (0%) | 2 (6.1%) | 0 (0%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 6 (6.5%) |
| 4 Agree | 3 (12.5%) | 0 (0%) | 0 (0%) | 3 (75%) | 1 (50%) | 1 (5.6%) | 0 (0%) | 8 (8.6%) |
| 5 Strongly agree | 0 (0%) | 1 (14.3%) | 2 (6.1%) | 0 (%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (3.2%) |
| Total | 24 (100%) | 7 (100%) | 33 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 93 (100%) |
| S24 I have gained the practical experience about specific learning characteristics of pupils with special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 9 (36%) | 4 (57.1%) | 23 (67.6%) | 0 (0%) | 1 (50%) | 17 (94.4%) | 5 (100%) | 59 (62.1%) |
| 2 Disagree | 7 (28%) | 1 (14.3%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 11 (11.6%) |
| 3 Neither agree, nor disagree | 7 (28%) | 1 (14.3%) | 5 (14.7%) | 2 (50%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 16 (16.8%) |
| 4 Agree | 2 (8%) | 1 (14.3%) | 2 (5.9%) | 1 (25%) | 1 (50%) | 0 (0%) | 0 (0%) | 7 (7.4%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 1 (2.9%) | 1 (25%) | 0 (%) | 0 (0%) | 0 (0%) | 2 (2.1%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S25 I have gained the practical experience about the teaching strategies of pupils with special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 11 (44%) | 4 (57.1%) | 21 (61.8%) | 0 (0%) | 1 (50%) | 17 (94.4%) | 5 (100 %) | 59 (62.1%) |
| 2 Disagree | 6 (24%) | 1 (14.3%) | 4 (11.8%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 12 (12.6%) |
| 3 Neither agree, nor disagree | 7 (28%) | 1 (14.3%) | 5 (14.7%) | 3 (75%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 17 (17.9%) |
| 4 Agree | 1 (4%) | 1 (14.3%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 5 (5.3%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 1 (50%) | 0 (0%) | 0 (0%) | 2 (2.1%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95(100%) |

4.3.9 Practical Experiences about Meeting Individual Needs of Special Educational Needs Pupils

The ninth thematic topic - *Practical experiences about meeting individual needs of special educational needs pupils* also consists of four items which were explored by questionnaire statements: 26, 27, 28 and 29. Alpha equalled to 0.956. Table 16 shows an overall response distribution of ninety-five students in accordance to all seven specialties.

As it is clearly visible from table 16 a majority of applied psychology group states, they have not gained any Practical experience about meeting individual needs of special educational needs pupils. Twelve students (48%) out of twenty-five say that they have not practically worked on adaptation and modification of general education curriculum for pupils with special needs or on material adaptations and development for them. They express that they do have not practiced on individual education pal development and implementation.

Most of the special education and inclusion specialty students view that they also have not gained these practical experiences. 58.8% (twenty students out of thirty-five) of primary class teacher group declares strong disagreement to all four items of this thematic topic.

A greater part of occupational therapy group stays neutral for statements 26 and 29, but strongly disagrees with statements 27 and 28.

It is notable that responses of two students of Cognitive Neuropsychology split similarly for each statement (see table 16).

Lastly, most of the students of Personal and clinical psychology group and all five students of psychology of education group strongly express opinion that they have not had a kind of practical possibilities to work on meeting individual needs of special educational needs pupils.

Table 16 Practical Experiences about Meeting Individual Needs of Special Educational Needs Pupils

| S26 I have gained the practical experience about adapting and modifying the general education curriculum for pupils with special needs | | | | | | | | |
|---|----------------------------|---|-------------------------------|------------------------------|-----------------------------------|---------------------------------------|---------------------------------|-------------------|
| | Specialty | | | | | | | |
| | 1Applied psychology | 2Special Education and inclusion | 3Primary Class Teacher | 4Occupational Therapy | 5Cognitive Neuropsychology | 6Personal, Clinical Psychology | 7Psychology of Education | Total |
| 1 Strongly disagree | 12 (48%) | 5 (71.4%) | 20 (58.8%) | 1 (25%) | 1 (50%) | 17 (94.4%) | 5 (100%) | 61 (64.2%) |
| 2 Disagree | 6 (24%) | 1 (14.3%) | 6 (17.6%) | 1 (25%) | 0 (0%) | 0 (0%) | 0 (0%) | 14 (14.7%) |
| 3 Neither agree, nor disagree | 6 (24%) | 1 (14.3%) | 3 (8.8%) | 2 (50%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 13 (13.7%) |
| 4 Agree | 1 (4%) | 0 (0%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (4.2%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 2 (5.9%) | 0 (0%) | 1 (50%) | 0 (0%) | 0 (0%) | 3 (3.2%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S27 I have gained the practical experience about adapting and developing materials that match the needs of pupils with special educational needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 12 (48%) | 4 (57.1%) | 20 (58.8%) | 3 (75%) | 1 (50%) | 16 (88.9%) | 5 (100%) | 61 (64.2%) |
| 2 Disagree | 8 (32%) | 2 (28.6%) | 5 (14.7%) | 0 (0%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 16 (16.8%) |
| 3 Neither agree, nor disagree | 2 (8%) | 1 (14.3%) | 4 (11.8%) | 1 (25%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 9 (9.5%) |
| 4 Agree | 3 (12%) | 0 (0%) | 4 (11.8%) | 0 (0%) | 1 (50%) | 0 (0%) | 0 (0%) | 8 (8.4%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (1.1%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S28 I have gained the practical experience about developing individual education plan for pupils with special needs | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 13 (52%) | 3 (42.9%) | 20 (58.8%) | 3 (0%) | 1(50%) | 16 (88.9%) | 5 (100%) | 61 (64.2%) |
| 2 Disagree | 5 (20%) | 4 (57.1%) | 4 (11.8%) | 0 (50%) | 0 (0%) | 0 (0%) | 0 (0%) | 13 (13.7%) |
| 3 Neither agree, nor disagree | 4 (16%) | 0 (0%) | 3 (8.8%) | 1 (50%) | 0 (0%) | 2 (11.1%) | 0 (0%) | 10 (10.5%) |
| 4 Agree | 3 (12%) | 0 (0%) | 4 (11.8%) | 0 (0%) | 1 (50%) | 0 (0%) | 0 (0%) | 8 (8.4%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 3 (8.8%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (3.2%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |
| S29 I have gained the practical experience about implementing individual education plan into practice | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1 Strongly disagree | 14 (56%) | 5 (28.6%) | 20 (58.8%) | 1 (25%) | 1 (50%) | 16 (88.9%) | 5 (100 %) | 62 (65.3%) |
| 2 Disagree | 5 (20%) | 0 (0%) | 4 (11.8%) | 1 (25%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 11 (11.6%) |
| 3 Neither agree, nor disagree | 3 (12%) | 1 (14.3%) | 3 (8.8%) | 2 (50%) | 1 (50%) | 1 (5.6%) | 0 (0%) | 11 (11.6%) |
| 4 Agree | 3(12%) | 1 (14.3%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 10 (10.5%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (1.1%) |
| Total | 25 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95(100%) |

4.3.10 Practical Experiences of Using Research Methodology in a Field of Special Needs Education

The tenth thematic topic - *Practical experiences of using research methodology in a field of special needs education* was assessed only by one item (statement 30) with respect to all seven specialties. Table 17 shows an overall response distribution by all ninety-five students.

It is notable from table 17 that according to most (65%) of all ninety-five students they have not experienced any kind of practice regarding research and its methodology application in a field of special needs education. To observe the slight statistical differences among specialties see 17.

4.4 Target Variables of Knowledge and Practical experiences

Since one of the main purposes of this research was to illustrate what are the knowledge and practical experiences offered by higher education programs in the subject of special needs education according to students here will be demonstrated the summed up thematic topics that construct two main variables of this research:

1. Overall knowledge offered by higher education programs in the subject of special needs education;
2. Overall practical experiences offered by higher education programs in the subject of special needs education.

The theories described in chapter two emphasize the importance of theoretical knowledge and practical experiences combination for an effective outcome; the relation between these two major variables was measured by calculating Pearson's correlation. The result showed that there is positive correlation between these two variables which is quite significant (.541, $p < 0.01$). In order to avoid any kind of information data loss, the correlation between these two major variables were also measured for each specialty separately, which revealed the results that are demonstrated in Appendix 5.

Table 17 Practical Experiences of Using Research Methodology in a Field of Special Needs Education

| S30 I have gained the practical experience about research methodology in a field of special needs education | | | | | | | | |
|--|---------------------------|--|------------------------------|-----------------------------|----------------------------------|---|--------------------------------|-------------------|
| | Specialty | | | | | | | |
| | Applied Psychology | Special Education and Inclusion | Primary Class Teacher | Occupational Therapy | Cognitive Neuropsychology | Personal and Clinical Psychology | Psychology of Education | Total |
| 1 Strongly disagree | 13 (52 %) | 6 (85.7%) | 22 (64.7%) | 2 (50%) | 1 (50%) | 16 (88.9%) | 5 (100%) | 65 (68.4%) |
| 2 Disagree | 7 (28%) | 1 (14.3%) | 1 (2.9%) | 2 (50%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 12 (12.6%) |
| 3 Neither agree, nor disagree | 3 (12%) | 0 (0%) | 6 (17.6%) | 0 (0%) | 0 (0%) | 1 (5.6%) | 0 (0%) | 10 (10.5%) |
| 4 Agree | 2 (8%) | 0 (0%) | 3 (8.8%) | 0 (25%) | 1 (50%) | 0 (0%) | 0 (0%) | 6 (6.3%) |
| 5 Strongly agree | 0 (0%) | 0 (0%) | 2 (5.9%) | 0 (75%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (2.1%) |
| Total | 24 (100%) | 7 (100%) | 34 (100%) | 4 (100%) | 2 (100%) | 18 (100%) | 5 (100%) | 95 (100%) |

4.5 Students Responses to Open-ended Questions

Last part of this chapter deals with the data that was gathered from open-ended questions. As it was mentioned above students' qualitative answers were coded, quantified and structured in categories.

Table 18 demonstrate the statistics of students' categorized responses to each (31-35) question.

In this table the first categories for all five questions are verified as the accurate, correct descriptions or the definitions for each item that is measured by the corresponding question.

As it is demonstrated here, seventy- four students have given their answers to question number 31. Most of these students (thirty two - 43.2%) expressed their ideas regarding general educational school setting, which were categorized in a group defined as follows: (1) 'General educational school setting is a social and physical environment, where a child receives general education and skills that are important in everyday life'. Opinions of thirty four students were split on two categories. Seventeen (23.0%) students perceive general educational school setting as (2) 'a place where both children with disabilities and children with normal development receive education. The other seventeen (23.0%) describe general educational setting as (3) 'a combination of physical, materials and human resources important for children in a process of education'. Only eight (10.8%) students perceive general educational school as (4) 'a place where only children with normal development receive education'.

It is important to mention here that responses from the majority of each specialty group, except applied psychology were constructed under the first category. As for applied psychology, 30.4% of twenty-five students state that general education setting is a place where only children with normal development receive education. So with this sort of responses students of applied psychology group emphasize that general education schools are only for the children with normal development.

Seventy nine students out of ninety five answered question 32. Table 18 shows that most of the students (fifty two 65.8%) understand the idea of inclusive education. Their opinions were summed up in a category as follows: (1) 'Inclusive education means when children with disabilities and children with normal development receive education together in the same class', which was predetermined as the correct response category. Twenty five (31.6%) respondents think that

inclusive education is (4) 'only for children with special needs'. Two of the rest respondents who have answered to this question have two different opinions. One (1.3%) thinks that inclusive education is just (2) 'providing people in general schools with information about special needs children' and another one (1.3%) notices that it is an educational process when (3) 'children with more or less similar abilities receive education together'.

Here should be mentioned that for the majority of each specialty students, except special education and inclusion group, inclusive education means when children with disabilities and children with normal development receive education together in the same class. However for twenty students (64.5%) out of thirty-one of special education and inclusion, inclusive education is only for children with special needs.

According to this table, seventy nine out of eighty six students (90.5% of 95 students) who have responded to question 33 define special school as (1) 'a school where only children with special needs or with specific disabilities receive education. The idea that special school is (2) 'a place where there are both children with normal development and those with special needs who receive education is shared by four (4.7%) students. Three (3.5%) students answer the question with the idea that special school is (3) 'nowadays associated with colleges, where specific subjects are taught with more emphasizes. It may also be a simple secondary school.'

Table 18 shows four categories that were constructed from responses of seventy three (76.8% of all respondents) students answering question 34. Category (2) is dominant here, because sixty one (83.6%) students describe integrated class as a place where both children with special needs and those with normal development receive education. However this is not the category that was predetermined as the one that is correct. Only ten (13.7%) students give a correct definition of an integrated class that was summed up in a category (1) 'Integrated class is one of the classrooms together with other regular classes in a certain school, where only children with special needs receive education.'

When observing the table the response category number two (which is considered as the wrong one) dominates among the majority of students of all seven specialties.

Table 18 Students' Categorised Responses to Open-ended Questions 31-35

| Q 31 What is a general education school setting? | | | | | | | | |
|---|------------|------------|-------------|-----------|-----------|-------------|------------|--------------|
| Specialty | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1. General education school setting is a social and physical environment, where a child receives general education and skills that are important in everyday life | 6 26.1% | 3 50% | 11 50% | 2 50% | 1 50% | 9 64.3% | 0 0% | 32 43.2% |
| 2. General education school setting is a place where both children with disabilities and children with normal development receive education | 6 26.1% | 2 33.3% | 1 4.5% | 2 50% | 1 50% | 4 28.6% | 1 33.3% | 17 23% |
| 3. General education school setting is a combination of physical, materials and human resources important for children in a process of education | 4 17.4% | 1 16.7% | 10 45.5% | 0 0% | 0 0% | 1 7.1% | 1 33.3% | 17 23% |
| 4. General education setting is a place where only children with normal development receive education | 7 30.4% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 1 33.3% | 8 10.8% |
| Total | 23 100% | 6 100% | 22 100% | 4 100% | 2 100% | 14 100% | 3 100% | 74 100% |
| Q 32 What is an inclusive education? | | | | | | | | |
| Specialty | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1. Inclusive education means when children with disabilities and children with normal development receive education together in the same class | 20 87% | 7 100% | 11 35% | 4 100% | 1 100% | 8 66.7% | 1 100% | 52 65.8% |
| 2. Inclusive education is about providing people with information about special needs children in general schools | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 1 8.3% | 0 0% | 1 1.3% |
| 3. Inclusive education means when children with more or less similar abilities receive education together | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 1 8.3% | 0 0% | 1 1.3% |
| 4. Inclusive education is only for children with special needs | 3 13% | 0 0% | 20 64.5% | 0 0% | 0 0% | 2 16.7% | 0 0% | 25 31.6% |
| Total | 23 100% | 7 100% | 31 100% | 4 100% | 1 100% | 12 100% | 1 100% | 79 100% |
| Q 33 What is a special school? | | | | | | | | |
| Specialty | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1. Special school is a school where only children with special needs or with specific disabilities receive education | 22 100% | 7 100% | 29 93.5% | 4 100% | 2 100% | 10 66.7% | 5 100% | 79 91.9% |
| 2. Special school is a place where there are both children with normal development and those with special needs receiving education | 0 0% | 0 0% | 2 6.5% | 0 0% | 0 0% | 4 13.3% | 0 0% | 4 4.7% |

| | | | | | | | | |
|---|---------------------------|--------------------------|---------------------------|-------------------------|-------------------------|--------------------------|-------------------------|---------------------------|
| 3. Special school is nowadays associated with colleges, where specific subjects are taught with more emphasizes. It may also be a simple secondary school | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 3 20% | 0 0% | 3 3.5% |
| Total | 22 100% | 7 100% | 31 100% | 4 100% | 2 100% | 15 100% | 5 100% | 86 100% |
| Q 34 What is an integrated class? | | | | | | | | |
| Specialty | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1. Integrated class is one of the classrooms together with other regular classes in a certain school, where only children with special needs receive education | 3 13% | 3 42.9% | 3 13% | 1 25% | 0 0% | 0 0% | 0 0% | 10 13.7% |
| 2. Integrated class is a place where both children with special needs and those with normal development receive education | 19 82.6% | 4 57.1% | 19 82.6% | 3 75% | 1 100% | 12 100% | 3 100% | 61 83.6% |
| 3. Integrated class is a place where children various abilities receive education in the same class and there are several teachers conducting the lesson | 0 0% | 0 0% | 1 4.3% | 0 0% | 0 0% | 0 0% | 0 0% | 1 1.4% |
| 4. Integrated class is a place where a child with special needs sits in a regular class but is not actively involved in educational processes | 1 4.3% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 0 0% | 1 1.4% |
| Total | 23 100% | 7 100% | 23 100% | 4 100% | 1 100% | 12 100% | 3 100% | 73 100% |
| Q 35 What is an individual education plan? | | | | | | | | |
| Specialty | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
| 1. Individual Education Plan (IEP) is a plan, a written document that is created for one concrete pupil with special needs on the basis of his/her individual needs | 8 38.1% | 7 100% | 9 32.1% | 4 100% | 2 100% | 14 100% | 5 100% | 49 60.5% |
| 2. IEP is a program created for each pupil in a class | 13 61.9% | 0 0% | 18 64.3% | 0 0% | 0 0% | 0 0% | 0 0% | 31 38.3% |
| 3. IEP is developed by a single teacher individually and not together with a team of other pedagogues | 0 0% | 0 0% | 1 3.6% | 0 0% | 0 0% | 0 0% | 0 0% | 1 1.2% |
| Total | 21 100% | 7 100% | 28 100% | 4 100% | 2 100% | 14 100% | 5 100% | 81 100% |

Lastly, table 18 gives an interesting picture of the categorical results coded from eighty one students' opinions regarding individual education plans (Question 35). Forty nine (60.5%) students describe it as (1) 'a plan, a written document that is created for one concrete pupil with special needs on the basis of his/her individual needs. Thirty one students (38.3%) give a quite close definition of an individual education plan to category-one-students, yet quite different with the idea which implies that IEP is a program created for each pupil in a class,' not only for pupils with special needs. And one (1.2%) more student who has answered this question, perceives an individual educational plan as just a plan (3)' which is developed by a single teacher individually and not together with a team of other pedagogues'.

Individual education plan for all students of Special education and inclusion, occupational therapy, Cognitive neuropsychology, personal and clinical psychology and psychology of education group is a plan, a written document that is created for one concrete pupil with special needs on the basis of his/her individual needs, while the majority of applied psychology and primary class teacher group students think that individual education plan is a program created from each pupil in a class.

5 Discussion and Conclusion

5.1 Introduction

This chapter of the thesis discusses the results and findings of the study and draws the final lines between the research question, theoretical perspectives and statistical data that are described in previous chapters. It also gives some recommendations bases on the results and discussion for further research or improvement of the target higher education programs studied within the frames of this research.

The main research question of this study is stipulated in chapter one, which aimed to obtain students' opinions about knowledge and practical experiences related to the field of special needs education, offered by their specialty programs. Pace argues, 'evidence exists that college students are conscientious and generally accurate reporters about their activities, that they express their opinions and satisfactions forthrightly, and that their judgments of what they have gained are consistent with external evidence' (as cited in Donald and Denison, 1996, p. 25).

The questionnaire was created on the basis of the research question that included the key issues and items, in which each specialist's role and responsibility is important within the field of special needs education.

An interesting overall picture of theoretical knowledge and practical experiences that students gain from their programs was clarified and perceptibly expressed. Students' notable positions were explored regarding the subject of special needs education and its important indicators (items). Similarities and differences between these seven specialties are remarkable and worth to be described and discussed here.

Since the major theoretical approaches of this thesis consider the importance of theoretical knowledge and practical experiences combination and integrity in a process of an effective learning, the discussion of the major findings is viewed from the perspective of those two theories described in chapter two.

5.2 Discussion

The results raise an issue of considerable importance. In this discussion and conclusion chapter the findings are discussed in accordance of specialty groups with respect to theoretical knowledge a practical experiences in a field of special needs education.

Since the total research group was quite homogeneous with gender age characteristics, they were not used as some controlvariables for measuring.

5.2.1 Students' Opinions Regarding Knowledge with respect to Special Needs Education

The results show that applied psychology specialty students believe that their program provides them with the average level of theoretical knowledge, in general, regarding those ten main thematic topics, which are represented in details in chapter four. It is visible here that most of the students of applied psychology declare that they more or less have gained knowledge about educational settings. However the tendency shows that they rather do than do not.

Theoretical knowledge of the special needs students identification methods, about the specific characteristics and strategies of learning and teaching are mainly the matter of students' neutral or negative positions. This should logically cause the continuation of unfavourable opinions regarding meeting individual needs of special needs pupils; however, for this point the results show that majority of the group is well aware of the professional input they may provide in a process of educating children with special needs on the basis of gained theoretical knowledge from their program.

It is important to mention here that rest of this group stay more critical about this issue and their opinion does not coincide with their group mates' views. It is interesting, what factors determine such a differentiation of their opinions? Presumably, the reason may be the existence of the selective courses that each student may choose in addition to those subjects which are obligatory. Thus, a student may have mastered the knowledge that allows him or her to declare more positive expressions regarding this thematic topic comparing to his/her group mates, who have not chosen that specific selective course. This may even be a subject of a further research.

A group of applied psychology stay moderate about knowledge of research methodologies in a field of special needs education with the tendency of not having the knowledge of this thematic topic gained at all.

Applied psychology students state that they have a great deal of information regarding the rights of children with special needs. On the other hand, they appear to be quite unfamiliar with the national and international documentations that stipulate and demonstrate these rights. It is interesting, if students have not been provided with these documentations by their program, how can they state that they got information about rights of children with special needs within the frames of this program? Information regarding professional ethics is received from the program of applied psychology as most of the respondents of this group state.

The Special education and inclusion students have diverse opinions about educational settings described above. They have gained knowledge about working in such a school setting, where there are only those children learning, who have more or less similar abilities; however they have not gained knowledge that would help them work effectively in such a school setting, where except other regular classes there are one or more classes, in which only children with special educational needs study and in such a school setting, where there are only those classes in which only the children with special education needs study. This is a considerable finding, because special educator, who does not possess a useful knowledge of working in the settings mentioned above, is not encouraging. Respondents may possibly receive this knowledge from other trainings or educational programs; however, it is doubtless that the university program should definitely include this type of theoretical knowledge available from its courses.

For the students of this group knowledge of special educational needs children thematic topic is apparently well provided, Most of them are satisfied with the knowledge received, which in future facilitates their professional input when adapting and modifying general curriculum and materials for matching the needs of pupils with special needs. Special education and inclusion students, similarly to the majority of applied psychology group, think that, neither has their program granted them with the knowledge of research methodology from their study program.

International declarations and conventions are quite familiar documents for these specialty students, this lets us assume that these may be the sources where they have information regarding the rights of special needs children; however the fact that they are not well aware of national laws, action plans and legislation is important to mention here. The group seems quite confused whether they access information about the professional ethics on the basis of their program or not.

Findings from primary class teaching group members responses are also interesting. Generally, they feel professionally confident about working in a regular class, where there are no children with special educational needs: with any kind of disabilities or health problems, however they mention that they are more or less ready for such a school setting, where there are one or more children with special needs studying with their classmates which is defined as an inclusive one in chapter two.

Primary class teacher specialty students' opinions are mostly neutral within the second thematic topic. Since the majority of the group lacks a provision of knowledge about forms of disabilities and health problems that pupils might have, and about their specific learning characteristics or teaching strategies, question, how can they really be ready to lay an effective professional input, should be posed. Another question is how extensively should a future regular class teacher (in this case primary class teaching group student) receive this information from their educational program, but these are the topics of an advance study.

Despite the fact that more positive tendency of opinions is perceived regarding the knowledge of learning characteristics of children with special educational needs and teaching strategies of them, still the results are quite dispersed and in this case, findings that demonstrate majority's opinions are more notable. Special attention must be paid to the issue that most of the students within this group do not feel confident with the knowledge of creating individual education plans, however think that they are ready for implementing them into practice. How effective this implementation activity may be? To answer this question, this result needs a deeper investigation. The presumption that regular teachers may see their responsibility only in implementing individual education plan and not in its creation (because the multidisciplinary team members might do it for them) may well be one of the objectives to explore within this context.

It should be pointed out that provision of knowledge about research methodology is lacking for this group as well. Primary class teacher students state, they have a great deal of information regarding the rights of children with special needs. On the other hand, they appear to be quite unfamiliar with the national and international documentations that stipulate and demonstrate these rights.

It is interesting, since students have not been provided with these documentations, then from where and how they got information about rights of children with special needs? Information regarding professional ethics is received from the program of primary class teacher, as most of the respondents of this group state. The question about where and how applied psychology group students got information about rights of children with special needs without being familiar with national and international laws, statements, conventions and so forth, is also actual regarding primary class teacher group students. Certainly, this question is caused from the students responses of this group.

Program of occupational therapy seems quite organized with respect to providing its students with proper knowledge that is constructive in a process of educating children with special needs in various educational settings, may it be general, inclusive, special or integrated. They feel quite confident with the knowledge of second thematic topic- knowledge about special needs education, described above. The moderate responses whether this group has gained knowledge of teaching strategies of special needs children may have been conditioned by the fact that they do not identify themselves to those professionals, such as teachers, whose direct activity is teaching. Nonetheless, this needs further investigation.

Knowledge about meeting individual needs of special needs children is surprisingly moderate. Future specialists of occupation therapy do not feel satisfied with the university program that should provide profound theoretical information that will lead them to confidently lay their professional input in a process of adapting and modifying national curriculum or developing and implementing individual education plans. More accurately, they have difficulties to state their clear position about this topic in general. Information about national and international laws and regulations about special needs education, regarding special needs people's rights, as well as professional ethics are well achieved according to the group. State of theoretical knowledge about research methodology is not favourable for occupational therapy group as well.

Cognitive neuropsychology group consisted of only two students as it is mentioned in above chapters. Their positions towards most of the statements about the thematic topics are mostly diverse. Despite the fact, they state that knowledge about forms of disabilities and health problems are gained, their opinions about knowledge of identification methods, specific learning characteristics of children gives us very poor information. One reason for this is that there are not more than two students and correspondingly, it is not possible at least to observe the tendency. Another reason is that even the responses of these two students are split into two different positions which do not show us the tendency either.

Knowledge about teaching strategies were gained according to these students, however this causes a reasonable question: If teaching strategies of special needs children were provided by the cognitive neuropsychology program, what factor or condition hindered the provision of theoretical knowledge about either special needs children identification methods or about their specific learning characteristic? Besides, knowledge about forms of disabilities and health problems was quite satisfactory. Even for other thematic topics the responses are dispersed and findings are not clearly representative.

In this paragraph the last two higher educational programs are discussed together because as it is visible from a result chapter the responses from students are not really diverse.

Personal and clinical psychology group and psychology of education group have similar situations with regards to first thematic topic that is about educational settings. Despite of the fact that in the overview of personal and cognitive psychology program it is stated that students are provided with the knowledge that allows them work in various school and educational settings, the knowledge about educational settings themselves is not apparently profound.

Psychology of education program overview described in chapter two also stipulates that students gain a great deal of theoretical knowledge about learning, teaching and assessment theories that must include information applying this knowledge in different settings; however this is not expressed in students positions. They mostly disagree with the fact that they have received knowledge about working in different types of educational settings.

The majority of personal and clinical psychology students mostly view that they have not gained the knowledge about special educational needs pupils. It is interesting when a future personal and clinical psychologist starts working at school where he or she may have to deal with issues of a child with special educational needs what his or her professional input will be if the one does not have an appropriate knowledge?

Results show that both personal and clinical psychology students and psychology of education students feel rather scattered according to their positions regarding knowledge of special educational needs children and about meeting their needs. The tendency of their position is more negative. This means that in most of the cases graduates of this program may not be full of professional theoretical knowledge to and ready to work in a field of special needs education.

The research in special needs education is not the field they may be ready to enter either. It is interesting what are the basis of the fact that shows students strong belief that they possess a great deal of professional ethics when they have not been provided with the most profound theoretical knowledge of important aspects. Can professional ethics be taught and developed totally isolated from other thematic topics discussed above?

In general national and international documentations regarding special needs children and their education is quite familiar. However this may also become a subject of further investigation, meaning if they have gained that much information, then it is logical that we should have got more positive remarks about various statements by these program students, since all thematic topics are somehow, more or less, depended on each.

The students' comments and answers on open-ended questions at the end of the questionnaire used to gain students positions and ideas how they shortly describe general educational school setting, inclusive education environment, special schools or integrated classes provide relevant data for further considerations. Two main findings were raised from here. Firstly, it is difficult to distinguish inclusive class and integrated class for the most of the respondents. They describe integrated class as a place where both children with special needs and those with normal development receive education which is a proper description of inclusive class and described in chapter two. Secondly, the way how some students declare their positions for each question, the words they use demonstrate

a poor terminology with regard to special needs children. The words such as ‘illness’, ‘children with physical faults’ ‘poor handicapped children’ and so forth were frequently used by some of the students. This causes a further demand of work and concentration on terminology aspects and professional ethics.

5.2.2 Students’ Opinions Regarding Practical Experiences with respect to Special Needs Education

Generally, the student’s opinions from all seven specialties of the university appeared to be on the negative side with the overall experiences into practice. The results give slight differences between groups, but this does not influentially change a general image of practical experiences provision by higher education programs when declare in their curriculums that they do provide students with so called practice.

The results show that none of the above describes specialty groups had gained an opportunity to apply and develop their theoretical knowledge in a real educational settings. None except of occupational therapy group students had an opportunity to apply knowledge about forms of disabilities and health problems of pupils with special educational needs into practice.

In a word, results obviously show that even though the university programs declare that the students are provided with practical environment in a study process to apply and develop their theoretical knowledge, according to students’ opinions there is a real lack of it. Superior situation may be seen in occupational therapy program, they apparently have some practical activities organised by the university, not in school settings though.

5.3 Conclusion

Chapter five demonstrated how the evidence emerging from the research leads to reported conclusions, and how this in turn links to the original objectives of the research. Taking an overview of the discussion it seems that:

The higher education programs investigated need to diversify and extend theoretical knowledge in correspondence to each specialty that is vital in a field of special needs education. Information regarding all other aspects described and discussed above. The real practical settings are required in order that students had an opportunity to receive, apply and extend this knowledge. This will help them develop and improve their practical skills as well.

It appears that the programs' students have either extremely limited practical opportunities or no opportunities at all from the findings. When viewing these findings within the frames of constructivist learning theory or experiential learning theory, this should not sound positively prospective for producing and developing an effective specialist in one's own field, since one of the critical aspects of learning is when knowledge is continuously created and recreated in a process of practice. Hence, the results and discussion above give an image of higher education programs effectiveness from the perspective of the theories described in chapter two.

It would have been superior, if one of the special concerns of programs' administrations had been a provision of tight collaboration with some organizations or institutions, mainly the educational ones and schools, which may have enabled students' diverse practice. Strategic refinements, such as expanding eligible fields of practice, highlighting research as well as curriculum development opportunities would be of benefit.

It should also be noted here that the aim of this research has not been to explain why there are above mentioned situations in this or that higher education program; however some approximate reasons were mentioned, emphasized and questions posed, which may be the subject of several further researches.

A goal of this research was to give a general overview of this specialty program which graduates are to be actively involved in a process of special needs education. This is one of the first research works that mention the issues and concepts raised in these questions; it is nevertheless asserted that much more empirical work is needed to explicate them. There is a lack of research in this field in Georgia and hopefully the present thesis will be one of the first and small contributions on my behalf.

References

Antia, S., (1999). The roles of special educators and classroom teachers in an inclusive class. Oxford University Press: *Journal of Deaf Studies and Deaf Education*, 4 (3), 203-214.

Ary, D., Cheser, L., Sorensen, J.C., Razavieh, A. (2009). *Introduction to research in education*, (8th ed.) Wadsworth, Cengage Learning

Breakwell. G., & Millward, L. (1995). *Basic evaluation methods: analyzing performance, practice and procedure*, Leicester: BPS Books.

Bryman, A. (2008). *Social research methods* (3rd ed.). England: Oxford University Press

Buell, M. J., Hallam, R., Gamel-McCormick, M., & Scheer, S. (1999) A Survey of general and special education teachers' perceptions and in-service needs concerning inclusion. *International Journal of Disability, Development and Education*, 46 (2), 143 — 156.

Cohen, L., Manion, L. & Morrison, K., (2007). *Research methods in education*, (6th ed.). New York: Routledge

De Vaus, D. (2002), *Surveys in social research* (5th ed.). London: Routledge

Donald, J. G. & Denison, D. B. (1996). Evaluating undergraduate education: the use of broad indicators, *Assessment and Evaluation in Higher Education*, 21 (1), 23 — 39.

- Driscoll, M. P., (2005). *Psychology of learning for instruction*, (3rd ed.). Boston: A.B. Longman.
- Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2009) *A handbook for teaching and learning in higher education: enhancing academic practice*, (3rd ed.). New York: Routledge.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Education research: an introduction* (8th ed.). Boston, MA: Pearson Education.
- Garrick, J., & Rhodes, C. (Eds.). (2000). *Research and knowledge at work, perspectives, case studies, and innovative strategies*, London: Routledge.
- ISU- Ilia State University (2008). *Learning outcomes of Ilia state university bachelor programs* Tbilisi, Georgia. Retrieved November, 12 2009 from http://iliauni.edu.ge/index.php?lang_id=GEO&sec_id=118##3
- ISU (2009) *Education department program descriptions*. Tbilisi, Georgia. Retrieved November 16th, 2009 from http://www.iliauni.edu.ge/files/docs-and-xls/gamoyenebiti_fsikologia1.docx
- Jenkinson, J.C. (2002). *Mainstream or special? educating students with disabilities*, (2nd ed.) London: Routledge
- Kharebava M., Javakhishvili J., Kupunia N., & Kobalia N.(2006). *The way to inclusion* Zugdidi: Nekeri
- Kirk, S.A., Gallagher, J.J., Anastasiow, N.J., & Coleman, M. R. (2006). *Educating exceptional children* (11th Ed.). New York: Houghton Mifflin.

Kolb, D. A., (1984). *Experiential learning: experience as the source of learning and development*, New Jersey: Prentice-Hall.

Lindsay, G., (2003). Inclusive education: A critical perspective. *British Journal of Special Education*, 30 (1), 3-12

Mangal, S.K., (2007). *Educating exceptional children: An introduction to special education*, New Delhi: Eastern Economy Edition, Prentice Hall of India

MoES (2004). *The national goals of general education*, (Command N84). Tbilisi, Georgia. Retrieved November 20th, 2009 from <http://www.kiketischool.ge/upload/file/zogadi-ganatilebis-erovnuli-miznebi.pdf>

MoES, USAID, Save the Children, (2008). *'The special needs children education strategy and action plan of Georgia for 2009-2011'* Tbilisi, Georgia: Author

MoES (2008a). *Financing the multidisciplinary team sub-program*, (Command N 109). Tbilisi, Georgia. Retrieved February 5th from http://www.mes.gov.ge/upload/multi/geo/1243931984_INKLUZIA%20programebi%20111.pdf

MoES (2009). *Developing inclusive education in public schools of nine regions of Georgia (2009-2011)*. Tbilisi, Georgia. Retrieved February, 20th, 2009 from <http://www.mes.gov.ge/content.php?id=540&lang=geo>

MoES (2004). *Law of Georgia on higher education*, Tbilisi, Georgia. Retrieved February 20th, 2009. from http://planipolis.iiep.unesco.org/upload/Georgia/Georgia_Law_of_Georgia_on_HE.pdf

MoES (2009a). *Higher education system of Georgia*. Tbilisi, Georgia. Retrieved February 19th, 2009 from <http://www.mes.gov.ge/content.php?id=131&lang=eng>

MoES (2005). *Georgian law on general education*. Retrieved January 11th, 2010, from http://mes.gov.ge/old/upload/publication/geo/1192002089_ZogadiGanatileba_122.pdf

NCAC (2008). *National curriculum for 2008-2009*. Tbilisi, Georgia. Retrieved August 20th, 2009 from http://www.ncac.ge/uploads/publication_image2/ESG_2008_2009.pdf p. 18

Power-deFur, L. A., Orelove, F. P. (1997). *Inclusive education: practical implementation of the least restrictive environment*, An Aspen Publication Inc.

Reynolds, C.R., Flecher-Janzen E. (Eds.). (2007). Research in special education. Occupational therapy. In *Encyclopedia of Special Education: P - Z*, (Vol. 3, pp. 1722-1726; 683), Hoboken, New Jersey: John Wiley & Sons, Inc

Richardson, V., (Ed.). (1997). *Constructivist teacher education: building a world of new understandings*, London: The Falmer Press.

Sharvashidze G., UNESCO (2005). *New Trends in higher education – private higher education in Georgia*. Tbilisi, Georgia. Retrieved January 15th, 2010, from <http://unesdoc.unesco.org/images/0014/001405/140561e.pdf>

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). *Assessment: in special and inclusive education* (11th ed.), Belmont, CA: Wadsworth, Cengage Learning

Smith, T. E.C., Polloway, E., Patton, J. R., & Dowdy, C. A. (2004). *Teaching students with special needs in inclusive settings* (4th ed.) Canada: Allyn & Bacon

State of Connecticut Department of Education (1999) *Guidelines for occupational therapy in educational settings*, retrieved April 10th, 2010 from <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/OTGuidelines.pdf>

UNESCO. (1997). *Records of general conference* (Vol. 1, Resolutions). Paris, France. Retrieved 22th February, 2010, from <http://unesdoc.unesco.org/images/0011/001102/110220e.pdf#page=32>

UNESCO (1994) *The Salamanca statement and framework for action on special needs education. Adopted by the world Conference on special needs education: Access and quality*. Salamanca, Spain. Retrieved December 10th, 2009 from http://www.unesco.org/education/pdf/SALAMA_E.PDF

UNESCO (2007). *Georgia - Consolidated education strategy and action plan for 2007-2011*. Tbilisi, Georgia. Retrieved December 11th 2009 from <http://planipolis.iiep.unesco.org/upload/Georgia/Georgia%20Consolidated%20Education%20Strategy%20and%20Action%20Plan%202007-2011.pdf>

UNICEF, MoES, Strategic Research Institute (2007). *Supporting state policy of child welfare and deinstitutionalization*. Tbilisi, Georgia. Retrieved March 2010 from [http://www.unicef.org/georgia/unicefenglishnew\(1\).pdf](http://www.unicef.org/georgia/unicefenglishnew(1).pdf)

Zuber-skerritt, O., (1992). *Professional development in higher education: A theoretical framework for action research*, London: Kogan Page.

Appendices

Appendix 1A: Questionnaire in Georgian

ანკეტის ნომერი _____

სტუდენტთა კითხვარი სპეციალური საჭიროების მქონე პირთა განათლების,
როგორც უმაღლესი სასაწავლო პროგრამების ნაწილის შესახებ

კვლევის მიზანია დავადგინოთ ზოგადი სურათი, სტუდენტთა აზრით, თუ რა ცოდნას იღებენ უმაღლესი განათლების პროგრამებიდან სტუდენტები იმ სპეციალობებში, რომლებიც საჭიროა სპეციალური საჭიროების მქონე მოსწავლეთა განათლების უზრუნველსაყოფად.

გთხოვთ, გულწრფელად უპასუხოთ მოცემულ შეკითხვებს და მიუთითოთ შესაბამისი პასუხი მოცემული დებულებებისათვის.

თქვენი ამ კვლევაში მონაწილეობა ნებაყოფლობითია და უფლება გაქვთ უარი თქვათ მასში მონაწილეობაზე ნებისმიერ დროს ნებისმიერი მიზეზით.

ინფორმაცია, რომელსაც მოგვაწვდით ამ კითხვარის შევსების შედეგად გამოიყენება მხოლოდ ამ კვლევის მიზნით და ამ კვლევის ფარგლებში, არ იქნება გამოყენებული ისეთი გზით, რომელიც თქვენს ამოცნობას გახდის შესაძლებელს. ინფორმაციის კონფიდენციალობა დაცულია.

გთხოვთ, კითხვარს შევსების შემდეგ მოაწეროთ ხელი.

მადლობას გიხდით მონაწილეობისათვის!

სტუდენტის ნომერი: _____

a. სქესი:

1. მამრობითი ☐ 2. მდედრობითი ☐

b. ასაკი: _____

ზოგადი მონაცემები

c. აღნიშნეთ, უნივერსიტეტი, რომელშიც სწავლობთ:

1. ივანე ჯავახიშვილის თბილისის სახელმწიფო უნივერსიტეტი
2. ილია ჭავჭავაძის სახელმწიფო უნივერსიტეტი

☐☐

d. აღნიშნეთ ფაკულტეტი, რომელზეც სწავლობთ:

1. განათლების ფაკულტეტი

2. მედიცინის ფაკულტეტი

3. სოციალურ პოლიტიკურ მეცნიერებათა ფაკულტეტი

☐☐☐

e. აღნიშნეთ თქვენი სპეციალობა/კონცენტრაცია:

1. გამოყენებითი ფსიქოლოგია

2. სპეციალური განათლება და ინკლუზია

3. დაწყებითი კლასის მასწავლებელი

4. ოკუპაციური თერაპია

5. კოგნიტური და ნეიროფსიქოლოგია

6. პიროვნების და კოგნიტური ფსიქოლოგია

7. განათლების ფსიქოლოგია

☐☐☐☐☐☐☐

აღნიშნეთ თქვენი პასუხი თითოეული დებულებისათვის (სადაც :1 ნიშნავს სრულიად არა, 2–ნაკლებად, 3– საშუალოდ, 4– საკმაოდ, 5– სავსებით)

1. მივიღე ცოდნა, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც მხოლოდ მეტ–ნაკლებად ერთნაირი შესაძლებლობის მქონე მოსწავლეები სწავლობენ

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
2. მივიღე ცოდნა, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც სხვა მოსწავლეებთან (თანაკლასელებთან) ერთად ერთი ან რამდენიმე სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლე სწავლობს

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
3. მივიღე ცოდნა, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც სხვა კლასებთან ერთად არსებობს ერთი ან რამდენიმე კლასი, რომელშიც მხოლოდ შეზღუდული შესაძლებლობის მქონე მოსწავლეები სწავლობენ

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
4. მივიღე ცოდნა, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც მხოლოდ ისეთი კლასებია, რომელშიც შეზღუდული შესაძლებლობის მქონე მოსწავლეები სწავლობენ

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
5. მივიღე ცოდნა სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლეთა სხვადასხვა სახის დარღვევებისა და ჯამრთელობის პრობლემების შესახებ

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
6. მივიღე ცოდნა სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლის გამოვლენის/იდენტიფიკაციის მეთოდების შესახებ

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
7. მივიღე ცოდნა სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლის სწავლის თავისებურებების შესახებ

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
8. მივიღე ცოდნა სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლის სწავლების სტრატეგიების შესახებ

1 2 3 4 5

9. მივიღე ცოდნა, თუ რა პროფესიული წვლილი უნდა შევიტანო ზოგადი (ეროვნული) სასწავლო გეგმის სპეციალური საჭიროების მქონე მოსწავლისათვის შეცვლასა და ადაპტაციაში

1 2 3 4 5

10. მივიღე ცოდნა, თუ რა პროფესიული წვლილი უნდა შევიტანო იმ მასალების შექმნასა და ადაპტირებაში, რომელიც საჭიროა სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლისთვის

1 2 3 4 5

11. მივიღე ცოდნა სპეციალური საჭიროების მქონე მოსწავლისათვის ინდივიდუალური სასწავლო გეგმის შემუშავება-განვითარების შესახებ

1 2 3 4 5

12. მივიღე ცოდნა სპეციალური საჭიროების მქონე მოსწავლეთათვის ინდივიდუალური სასწავლო გეგმის პრაქტიკაში განხორციელების შესახებ

1 2 3 4 5

13. მივიღე ცოდნა სპეციალური საჭიროების მქონე პირთა განათლების სფეროში კვლევის მეთოდების შესახებ

1 2 3 4 5

14. მივიღე ინფორმაცია სპეციალური საჭიროების მქონე პირების უფლებების შესახებ

1 2 3 4 5

15. მივიღე ინფორმაცია სპეციალური საჭიროების მქონე პირების შესახებ საერთაშორისო აქტების, კონვენციების, დეკლარაციების შესახებ

1 2 3 4 5

16. მივიღე ინფორმაცია ეროვნული კანონმდებლობის, რეგულაციების, აქტების და სამოქმედო გეგმების შესახებ

1 2 3 4 5

17. მივიღე ინფორმაცია პროფესიული ეთიკის შესახებ

1 2 3 4 5

18. მივიღე პრაქტიკული გამოცდილება, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც მხოლოდ მეტ-ნაკლებად ერთნაირი შესაძლებლობის მქონე მოსწავლეები სწავლობენ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
19. მივიღე პრაქტიკული გამოცდილება, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც სხვა მოსწავლეებთან (თანაკლასელებთან) ერთად ერთი ან რამდენიმე სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლე სწავლობს
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
20. მივიღე პრაქტიკული გამოცდილება, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც სხვა კლასებთან ერთად არსებობს ერთი ან რამდენიმე კლასი, რომელშიც მხოლოდ შეზღუდული შესაძლებლობის მქონე მოსწავლეები სწავლობენ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
21. მივიღე პრაქტიკული გამოცდილება, თუ როგორ ვიმუშავო სკოლის ისეთ გარემოში, სადაც მხოლოდ ისეთი კლასებია, რომელშიც შეზღუდული შესაძლებლობის მქონე მოსწავლეები სწავლობენ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
22. მივიღე პრაქტიკული გამოცდილება სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლეთა სხვადასხვა სახის დარღვევებისა და ჯამრთელობის პრობლემების შესახებ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
23. მივიღე პრაქტიკული გამოცდილება სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლის გამოვლენის/იდენტიფიკაციის მეთოდების შესახებ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
24. მივიღე პრაქტიკული გამოცდილება სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლის სწავლის თავისებურებების შესახებ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
25. მივიღე პრაქტიკული გამოცდილება სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლის სწავლების სტრატეგიების შესახებ
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

26. მივიღე პრაქტიკული გამოცდილება, თუ რა პროფესიული წვლილი უნდა შევიტანო ზოგადი (ეროვნული) სასწავლო გეგმის სპეციალური საჭიროების მქონე მოსწავლისათვის შეცვლასა და ადაპტაციაში 1 2 3 4 5
27. მივიღე პრაქტიკული გამოცდილება, თუ რა პროფესიული წვლილი უნდა შევიტანო იმ მასალების შექმნასა და ადაპტირებაში, რომელიც საჭიროა სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლისთვის 1 2 3 4 5
28. მივიღე პრაქტიკული გამოცდილება სპეციალური საჭიროების მქონე მოსწავლისათვის ინდივიდუალური სასწავლო გეგმის შემუშავება–განვითარების შესახებ 1 2 3 4 5
29. მივიღე პრაქტიკული გამოცდილება სპეციალური საჭიროების მქონე მოსწავლეთათვის ინდივიდუალური სასწავლო გეგმის პრაქტიკაში განხორციელების შესახებ 1 2 3 4 5
30. მივიღე პრაქტიკული გამოცდილება სპეციალური საჭიროების მქონე პირთა განათლების სფეროში კვლევის მეთოდების შესახებ 1 2 3 4 5
31. თქვენი აზრით, რა არის ზოგადსაგანმანათლებლო სკოლის გარემო?
32. თქვენი აზრით, რა არის ინკლუზიური განათლება?
33. თქვენი აზრით, რა არის სპეციალური სკოლა?

34. თქვენი აზრით, რა არის ინტეგრირებული კლასი?

35. თქვენი აზრით, რა არის ინდივიდუალური სასწავლო გეგმა?

უნივერსიტეტის ბეჭედი

Appendix 1B: Questionnaire in English

A SURVEY OF STUDENTS VIEWPOINT REGARDING SPECIAL NEEDS EDUCATION AS A PART OF HIGHER EDUCATION PROGRAMS IN GEORGIA

The aim of the research is to establish the overall picture of what kind of knowledge do students of the specializations, which are needed for special needs children education provision, get from the higher educational institutions.

Please, answer the following question and indicate the answers sincerely.

Your participation in this research is completely voluntary and you are free to decline to participate, without consequence, at any time prior to or at any point.

The information you provide by completing this questionnaire will be kept confidential, used only for the purposes of completing this research, and will not be used in any way that can identify you.

Please, sign at the end of the questionnaire, after you complete the questionnaire.

Thank you for your participation!

STUDENT NUMBER: ____

a) Sex:

1. Male ☐ 2. Female ☐

b) Age: ____

General Data:

c) Tick the university you study at:

Ivane Javakhishvili Tbilisi State University ☐
☐

Ilia State University

d) Tick the faculty you study at:

- 1. Faculty of Education ☐
- 2. Faculty of Medicine ☐
- 3. Faculty of Social and Political Sciences ☐

5. Tick your specialization/concentration:

- 1. Applied Psychology ☐
- 2. Special Education and Inclusion ☐
- 3. Primary Class Teacher ☐
- 4. Occupational Therapy ☐
- 5. Cognitive and Neuropsychology ☐
- 6. Personal and Clinical Psychology ☐
- 7. Psychology of Education ☐

Indicate your answer for each statement (Where 1 means Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree)

| | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|--|----------------------|----------|-------------------------------|-------|-------------------|
| 1. I have gained knowledge about, how to work in such a school setting, where there are only those children learning, who have more or less similar abilities | 1 | 2 | 3 | 4 | 5 |
| 2. I have gained knowledge about how to work in such a school setting, where there are one or more children with special educational needs studying with their classmates | 1 | 2 | 3 | 4 | 5 |
| 3. I have gained knowledge about how to work in such a school setting, where except other classes there are one or more classes, in which only children with special educational needs study | 1 | 2 | 3 | 4 | 5 |
| 4. I have gained knowledge about how to work in such a school setting, where there are only those classes in which only the children with special education needs study | 1 | 2 | 3 | 4 | 5 |
| 5. I have gained the knowledge about forms of disabilities and health problems of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 6. I have gained the knowledge about methods of identifying pupils, who have special educational needs | 1 | 2 | 3 | 4 | 5 |
| 7. I have gained the knowledge about specific learning characteristics of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 8. I have gained the knowledge about the teaching strategies of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 9. I have gained the knowledge about, what professional input I may provide when adapting and modifying the general (national) education curriculum for pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 10. I have gained the knowledge about what professional input I may provide when adapting and developing materials that match the needs of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 11. I have gained the knowledge about developing individual education plan for pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 12. I have gained the knowledge about implementing individual education plan into practice | 1 | 2 | 3 | 4 | 5 |
| 13. I have gained the knowledge about research methodologies in a field of special needs education | 1 | 2 | 3 | 4 | 5 |
| 14. I have gained the information regarding the rights of people with special needs | 1 | 2 | 3 | 4 | 5 |
| 15. I have gained the information regarding international acts, conventions and statements about special needs education | 1 | 2 | 3 | 4 | 5 |
| 16. I have gained the information regarding national laws and regulations, acts and action plan | 1 | 2 | 3 | 4 | 5 |
| 17. I have gained information regarding the professional ethics | 1 | 2 | 3 | 4 | 5 |
| 18. I have gained the practical experience about, how to work in such a school setting, where there are only those children learning, who have more or less similar abilities | 1 | 2 | 3 | 4 | 5 |
| 19. I have gained the practical experience about how to work in such a school setting, where there are one or more children with special educational needs studying with their classmates | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 20. I have gained the practical experience how to work in such a school setting, where except other regular classes there are one or more classes, in which only children with special educational needs study | 1 | 2 | 3 | 4 | 5 |
| 21. I have gained the practical experience about how to work in such a school setting, where there are only those classes in which only the children with special educational needs study | 1 | 2 | 3 | 4 | 5 |
| 22. I have gained the practical experience about forms of disabilities and health problems of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 23. I have gained the practical experience about methods of identifying pupils, who have special educational needs | 1 | 2 | 3 | 4 | 5 |
| 24. I have gained the practical experience about specific learning characteristics of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 25. I have gained the practical experience about the teaching strategies of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 26. I have gained the practical experience about adapting and modifying the general education curriculum for pupils with special needs | 1 | 2 | 3 | 4 | 5 |
| 27. I have gained the practical experience about adapting and developing materials that match the needs of pupils with special educational needs | 1 | 2 | 3 | 4 | 5 |
| 28. I have gained the practical experience about developing individual education plan for pupils with special needs | 1 | 2 | 3 | 4 | 5 |
| 29. I have gained the practical experience about | | | | | |

- | | | | | | |
|--|---|---|---|---|---|
| implementing individual education plan into practice | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
30. I have gained the practical experience about
- | | | | | | |
|--|---|---|---|---|---|
| research methodologies in a field of special needs education | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
31. In your opinion, what is General educational school setting?
32. In your opinion, what is inclusive education?
33. In your opinion, what is a special school?
34. In your opinion, what is an integrated class?
35. In your opinion, what is and individual education plan?

Stamp from the university

Appendix 2: Comments and Answers to Questions 31-35 Which Were Characterized As Not Clear Ones

| | No clear response (7777) |
|---------------------------|--|
| Question number 31 | In your opinion, what is General educational school setting? |
| Student 44 | This is a comfortable and law-based environment. |
| Student 49 | To create a comfortable settings for pupils. |
| Student 50 | Safe environment, collaboration. |
| Student 52 | To create a comfortable environment. |
| Question Number 32 | In your opinion, what is inclusive education? |
| Student 40 | Educating children who are specifically necessary. |
| Student 82 | In my opinion, inclusive education is to learn something that is necessary to know, but you are not interested in. |
| Question Number 33 | In your opinion, what is a special school? |
| Student 21 | Not standard school, one that is far different from a regular one. |
| Student 82 | Special school is a place which has specific needs, aim that a pupil needs and a child receives lessons only in that aspect. The lesson is created and conducted only by you and nobody else intervenes in it. |
| Student 85 | Special school is a place, where there are concrete demands to accept a pupil and there are either only healthy or only not healthy children. |
| Question Number 34 | In your opinion, what is an integrated class? |

| | |
|---------------------------|--|
| Student 21 | That has already passed particular stage. |
| Student 42 | Teaching several subjects simultaneously. |
| Student 44 | It is like teaching several subjects simultaneously. |
| Student 45 | Several subjects are taught together |
| Student 46 | When several subject are joined and taught together |
| Student 49 | Where children are not differentiated from each other on the basis of their physical capabilities. |
| Question Number 35 | In your opinion, what is and individual education plan? |
| Student 21 | The plan that each group should execute separately. |
| Student 30 | Plan, which includes an agenda of educational process dynamics. |
| Student 42 | An education plan. |
| Student 52 | Individual education plan is an education plan that I myself plan. |
| Student 78 | When a teacher works with a one particular child. |
| Student 95 | When teaching process is conducted for only one particular child. |

Appendix 3: Scale Reliability If Item Deleted

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|-------------------------------|--------------------------------------|--|--|
| s1 knowledge about a school setting, where there are only those children, who have more or less similar abilities | 78.70 | 502.745 | .544 | .943 |
| s2 knowledge about a school setting, where there are one or more children with special needs studying together with their classmates | 78.90 | 492.663 | .624 | .943 |
| s3 knowledge about a school setting, where except other classes there are one or more classes, in which only children with special educational needs study | 79.38 | 490.608 | .696 | .942 |
| s4 knowledge about a school setting, where there are only those classes in which only the children with special educational needs study | 79.58 | 494.698 | .630 | .943 |
| s5 knowledge about forms of disabilities and health problems of pupils with special educational needs | 78.66 | 494.392 | .633 | .943 |
| s6 knowledge about methods of identifying pupils who have special educational needs | 79.10 | 492.010 | .617 | .943 |

| | | | | |
|---|-------|---------|------|------|
| s7 knowledge about specific learning characteristics of pupils with special educational needs | 78.88 | 484.842 | .745 | .941 |
| s8 knowledge about the teaching strategies of pupils with special educational needs | 79.22 | 491.685 | .701 | .942 |
| s9 knowledge about, what professional input I may provide when adapting and modifying the general education curriculum for pupils with special needs | 79.16 | 487.525 | .667 | .942 |
| s10 knowledge about, what professional input I may provide when adapting and developing materials that match the needs of pupils with special education needs | 79.34 | 490.311 | .633 | .942 |
| s11 knowledge about developing individual education plan for pupils with special education needs | 79.28 | 492.736 | .579 | .943 |
| s12 knowledge about implementing individual education plan into practice | 79.58 | 488.942 | .671 | .942 |
| s13 knowledge about research methodologies in a field of special needs education | 79.66 | 501.617 | .488 | .944 |
| s14 information regarding the rights of people with special needs | 78.84 | 487.239 | .623 | .943 |
| s15 information regarding international acts conventions and statements about | 79.50 | 487.439 | .657 | .942 |

| | | | | |
|---|-------|---------|-------|------|
| special needs education | | | | |
| s16 information regarding national laws and regulations, acts and action plan about special needs education | 79.80 | 488.245 | .635 | .942 |
| s17 information regarding professional ethics | 78.14 | 525.102 | -.011 | .948 |
| s18 practical experience in a school setting, where there are one or more children with special needs studying together with their classmates | 79.88 | 496.924 | .434 | .945 |
| s19 practical experience in a school setting, where except other classes there are one or more classes, in which only children with special educational needs study | 80.22 | 491.563 | .556 | .943 |
| s20 practical experience in a school setting, where there are only those classes in which only the children with special educational needs study | 80.62 | 494.975 | .647 | .942 |
| s21 practical experience in a school setting, where there are only those classes in which only the children with special educational needs study | 80.56 | 495.272 | .586 | .943 |

| | | | | |
|--|-------|---------|------|------|
| s22 practical experience about forms of disabilities and health problems of pupils with special educational needs | 80.34 | 485.821 | .699 | .942 |
| s23 practical experience about methods of identifying pupils who have special educational needs | 80.50 | 486.663 | .711 | .942 |
| s24 practical experience about specific learning characteristics of pupils with special educational needs | 80.38 | 483.465 | .781 | .941 |
| s25 practical experience about the teaching strategies of pupils with special educational needs | 80.48 | 486.581 | .806 | .941 |
| s26 practical experience about, what professional input I may provide when adapting and modifying the general education curriculum for pupils with special needs | 80.58 | 489.840 | .751 | .942 |
| s27 practical experience about, what professional input I may provide when adapting and developing materials that match the needs of pupils with special education needs | 80.62 | 493.383 | .697 | .942 |
| s28 practical experience about developing individual education plan for pupils with special education needs | 80.58 | 491.106 | .671 | .942 |

| | | | | |
|---|-------|---------|-------|------|
| s29 practical experience about implementing individual education plan into practice | 80.54 | 486.458 | .759 | .941 |
| s30 practical experience about research methodologies in a field of special needs education | 80.72 | 497.104 | .653 | .943 |
| q31 General educational school setting | 80.30 | 518.745 | .120 | .947 |
| q32 Inclusive education | 80.54 | 516.458 | .140 | .947 |
| q33 Special school | 81.10 | 529.316 | -.220 | .946 |
| q34 Integrated class | 80.28 | 528.165 | -.118 | .946 |
| q35 Individual education plan | 80.84 | 528.545 | -.136 | .946 |

Appendix 4: Framework of Students Comments and Answers to Open-ended Questions 31-35 in Georgian (only)

Numbers within the cells represent the categories.

| | 31 | 32 | 33 | 34 | 35 |
|---|---|---|--|---|--|
| 1 | სოციალური და ფიზიკური გარემო, ინსტიტუცია, სადაც შესაძლებელია განათლების მიღება 1 | განათლება ყველასათვის, მიუხედავად რაიმე სახის განსხვავებისა 1 | სკოლა, სადაც განათლებას იღებენ რაიმე სპეციალური მახასიათებლებით შერჩეული მოსწავლეები 1 | ერთ სასკოლო გარემოში ერთერთ კლასი, სადაც განსაკუთრებული საჭიროების მქონე მოსწავლეები სწავლობენ. 1 | გეგმა, რომელიც შემუშავებულია კონკრეტული მოსწავლისათვის, მისი ინდივიდუალური საჭიროებებიდან გამომდინარე 1 |
| 2 | ეს არის ისეთი სკოლის გარემო, სადაც განათლების მიღება შეუძლიათ, როგორც შშმ, ისე ჩვეულებრივ მოსწავლეებს 2 | ეს არის, როდესაც შშმ პირები და ჩვეულებრივი ადამიანები ერთნაირად იღებენ განათლებას ერთ სკოლაში/ჯგუფში/კლასში 1 | სადაც სწავლობენ შშმ პირები 1 | სადაც სხვა მოსწავლეებთან ერთად სწავლობენ შშმ მოსწავლეებიც 2 | გეგმა, რომელიც გაწერილია კონკრეტულ შშმ პირზე 1 |
| 3 | ზოგადსაგანმანათლებლო სკოლის გარემო ეს არის გარემო, სადაც განათლებას იღებს როგორც შეზღუდული შესაძლებლობის მქონე პირი, ისე ჩვეულებრივი შესაძლებლობის მქონე. სადაც განათლება შესაძლებელი იქნება ყველასათვის. 2 | ინკლუზიური განათლება არის, როცა სასწავლო ჯგუფში განათლებას იღებს როგორც შეზღუდული შესაძლებლობების მქონე პირი, ისე ჩვეულებრივი შესაძლებლობების მქონე პირი. 1 | სპეციალურ სკოლაში განათლებას იღებს სპეციალური საჭიროების მქონე პირები 1 | ინტეგრირებულ კლასში განათლებას იღებს შშმ და სხვა პირები 2 | ინდივიდუალურ სასწავლო გეგმას უქმნიან ბავშვებს, რომლებიც სჭირდებათ სპეც. საჭიროების მქონე პირებს. ინდივიდუალური სასწავლო გეგმაში გატვალისწინებულია პიროვნების უნარები და სწავლება მორგებულია მასზე. 1 |
| 4 | გარემო, სადაც იღებენ ზოგად განათლებას, ცოდნას. 1 | ინკლუზიური განათლება გულისხმობს განათლებას ყველა ბავშვისათვის, 1 | სკოლა, რომელშიც სწავლობენ სპეციალური/განსაკუთრებული 1 | კლასში, რომელშიც სწავლობენ, როგორც შშმ ბავშვები, სხვა ბავშვებთან 1 | გეგმა, რომელიც შედგენილია სპეციალური საჭიროების მქონე 1 |

| | | | | | |
|---|--|--|---|---|---|
| | 1 | მიუხედავად უნარებისა, შესაძლებლობებისა და განსხვავებულობებისა. პროცესს, რომელშიც ჩართულია ყველა ბავშვი და იღებენ ერთად განათლებას. 1 | საჭიროების მქონე ბავშვები 1 | ერთად. 2 | ბავშვისატივის, მისი უნარების და შესაძლებლობების გათვალისწინებით. 1 |
| 5 | 777 | ინკლუზიური განათლება გულისხმობს სწავლებას ყველასათვის განურჩევლად ერისა, სქესისა, ეროვნებისა და შესაძლებლობებისა 1 | სკოლა, სადაც მხოლოდ შეზღუდული შესაძლებლობის მქონე პირები სწავლობენ 1 | სადაც შეზღუდული შესაძლებლობის მქონე და შეზღუდული შესაძლებლობის არმქონე ბავშვები ერთად სწავლობენ და კლასი უნდა იყოს ამ საჭიროების გატვალისწინებით მოწყობილი 2 | გეგმა, რომელიც ყოველ მოსწავლეზე იწერება და მასში აისახება ყველა ის მიზანი დას შედეგი, რაც უნდა მიაღწიოს ბავშვმა. 1 |
| 6 | ზოგადსაგანმანათლებლო სკოლის გარეშო თუ კი ის არ არის ინკლუზიური, მიმჩნია, რომ არის ძალიან მწირი მრავალფეროვანი ურთიერთობებისა. არსებობს მხოლოდ ერთი კლასის მასწავლებელი და მისი კლასი და არავინ სხვა ვინც ერევა ან ესმარება მათ საგანმანათლებლო პროცესში. 3 | ინკლუზიური განათლება ეს არის შეზღუდული შესაძლებლობის მქონე მოსწავლისა და შეზღუდვის არ მქონე მოსწავლის ერთდროული სწავლება 1 | სპეციალური სკოლა ეს არის მხოლოდ შეზღუდვის მქონე ბავშვებისათვის, ისინი არიან ერთ სივრცეში, აქვთ მხოლოდ ერთმანეთთა ურთიერთობა 1 | ინტეგრირებული კლასი ეს არის კლასი, რომელშიც შეზღუდვის მქონე ბავშვი და ჯამრთელი ბავშვი ერთად მაგრამ შეზღუდვის მქონე ბავშვი ნაკლებად არის საგანმანათლებლო პროცესში. 2 | ინდივიდუალური სასწავლო გეგმა ეს არის შეზღუდული შესაძლებლობის მქონე მოსწავლის სასწავლო გეგმა, რომელიც მოიცავს შეზღუდვის მქონე ბავშვის შესაძლებლობების მიხედვით შემდგარ სასწავლო პროცესის დაგეგმვას. მის შედგენაში მონაწილეობას იღებენ მშობლები, სპეც პედაგოგები, პედაგოგები, ფსიქოლოგები, ოკუპაციური თერაპევტები, დირექტორი სკოლის, ლოგოპედი, სოციალური პირი 1 |
| 7 | სადაც მოსწავლეები განათლებას იღებენ | ინკლუზიურ განათლებაში იგულისხმება შეზღუდული შესაძლებლობის მქონე | სპეციალური სკოლა არის, სადაც მხოლოდ შეზღუდული შესაძლებლობის მქონე | ინტეგრირებულ კლასი არის , სადაც შეზღუდული შესაძლებლობის მქონე და | ინდივიდუალური სასწავლო გეგმა არის დოკუმენტი, რომლის მიხედვითაც |

| | | | | | |
|----|---|--|--|---|--|
| | 1 | მოსწავლეებისა და შეზღუდული შესაძლებლობის არ მქონე მოსწავლეების ერთობლივი სწავლა განათლება 1 | მოსწავლეები სწავლობენ 1 | შეზღუდული შესაძლებლობის არ მქონე მოსწავლეები იღებენ სწავლა-განათ. ებას ერთად, ერთ შენობაში, თუმცა სხვადასხვა კლასებში 1 | შეზღუდული შესაძლებლობის მქონე ბავშვების განათლება ხორციელდება. ის შედგენილია მულტიდისციპლინური გუნდის მიერ. 1 |
| 8 | ზოგადსაგანმანათლებლო სკოლის გარემო, ეს არის გარემო, სადაც არის როგორც ინკლუზიური ასევე ზოგადი განათლება 2 | ინკლუზიური განათლება ეს არის უნარშეზღუდული და ჩვეულებრივი ბავშვის ერთად, ერთ კლასში სწავლება 1 | სპეციალურ სკოლაში ხვდებიან ისეთი ბავშვები, რომელთაც სჭირდებათ სპეციალისტის დახმარება 1 | ინტეგრირებული კლასი, ეს არის ისეთი კლასი, სადაც გამოყოფილია, როგორც ინკლუზიური ასევე ჩვეულებრივი 1 | ინდივიდუალური სასწავლო გეგმა არის გეგმა, რომელიც დგება სასწავლო წლის დასაწყისში და გრძელდება მთელი წლის განმავლობაში. სემესტრის გასვლის შემდეგ დგინდება და ჯამდება შედეგები. ამ ინდივიდუალურ სასწავლო გეგმაში ჩ. რთულები არიან როგორც მოსწავლეები, ასევე მშობლები და რაც მთავარია მასწავლებლები. 1 |
| 9 | ეს არის გარემო, რომელშიც მოსწავლეებს შეუძლიათ მიიღონ ზოგადი განათლება 1 | კლასი, რომელშიც ერთობლივად სწავლობენ შშმ ბავშვები და შშმ არ მქონე ბავშვები 1 | სადაც სწავლობენ მხოლოდ სპეციალური საჭიროების მქონე მოსწავლეები 1 | ეს არის კლასი, რომელშიც ერთად სწავლობს სპეციალური საჭიროების მქონე მოსწავლე და სპეციალური საჭიროების არ მქონე მოსწავლე. ერთ გარემოში, მაგრამ ცალცალკე 1 | ეს არის დოკუმენტი, რომელშიც გათვალისწინებულია შშმ ბავშვების ძლიერი და სუსტი მხარეები, გეგმაში გაწერილია გრძელვადიანი და მოკლევადიანი მიზნები და ამ მიზნების განსახორციელებლად დგება აქტივობები. გეგმა არის დოკუმენტი, რომლის საშუალებითაც შშმ ბავშვი ერთვება საგანმანათლებლო პროცესში. 1 |
| 10 | ზოგადსაგანმანათლებლო სკოლის გარემო ეს არის ის სფერო, სადაც ბავშვები | ინკლუზიური განათლება არის სწავლება, განათლება ყველასათვის | სპეციალური სკოლა არის დაწესებული, სადაც სწავლობენ შეზღუდული | ინტეგრირებული კლასი არის, როცა კლასში შეზღუდული | ინდივიდუალური სასწავლო გეგმა არის წერილობითი დოკუმენტი, რომელიც |

| | | | | | |
|----|--|--|--|---|---|
| | განურჩევლად სქესისა, რასისა, შესაძლებლობისა და შეზღუდვისა ღებულობენ ზოგად ცოდნას 2 | 1 | შესაძლებლობის მქონე ბავშვები დაღებულობენ სპეციალურ განათლებას. 1 | შესაძლებლობების არ მქონე ბავშვებთან ერთად სწავლობს რამდენიმე შეზღუდული შესაძლებლობის მქონე ბავშვი 2 | უზრუნველყოფს შეზღუდული შესაძლებლობის მქონე ბავშვების განათლებას 1 |
| 11 | სადაც ბავშვები ღებულობენ ზოგად განათლებას 1 | კლასში შეზღუდული შესაძლებლობის არ მქონე ბავშვებთან ერთად ზიან არაუმეტეს 2-3 შეზღ. შესაძ. მქონე ბავშვები და ერთად ღებულობენ განათლებას. 1 | ასწავლიან სპეციალური საჭიროების მქონე ბავშვებს 1 | ერთად სწავლობენ როგორც ჩვეულებრივი ისე შეზღუდული შესაძლებლობის მქონე ბავშვები 2 | ეს არის წერილობითი დოკუმენტი, რომლის მიხედვითაც ხორციელდება შეზღუდული შესაძლებლობის მქონე ბავშვების განათლება 1 |
| 12 | 777 | 777 | სპეციალური სკოლა ეს არის საგანმანათლებლო დაწესებულება უნარშეზღუდული ბავშვებისათვის (შეზღუდული შესაძლებლობის მქონე ბავშვებისათვის, ასევე) 1 | კლასი, რომელშიც შეზღუდული შესაძლებლობის მქონე ნორმალური განვითარების მქონე ბავშვები ერთად სწავლობენ 2 | არის სასწავლო გეგმა შეზღუდული შესაძლებლობის მქონე ბავშვებისათვის 1 |
| 13 | ის გარემო, რომელშიც ექმნებათ მოსწავლეებს მასწავლებლებისგან თუ სასწავლო დაწესებულების წარმომადგენლების მხრიდან 3 | 777 | უნარშეზღუდულთათვის და „განსხვავებული ბავშვებისათვის არსებული სპეციალური სკოლა 1 | 777 | სპეციალური საგანმანათლებლო პროგრამის არსებობა იმ პირთათვის, ვისაც სჭირდება 1 |
| 14 | ზოგადსაგანმანათლებლო არის საშუალო სკოლა 1-დან 12 კლასის ჩათვლით. მეტნაკლებად ერთნაირი შესაძლებლობების მქონე ბავშვებით დაკომპლექტებული, რომლებიც იღებენ საშუალო (არა უმაღლეს) განათლებას, ზოგად | თუ სწორად მახსოვს, შერეული სახის სკოლები, სადაც უნარშეზღუდული და ჩვეულებრივი ბავშვები ერთად იღებენ განათლებას და სოციალიზაციის პროცესებიც ერთად გააჩნიათ | სპეციალური სკოლები უნარდაქვეითებული და უნარშეზღუდული ბავშვებისათვის 1 | ეს იგივეა, რაც 32 2 | ინდივიდუალურ შერჩეული საგანმანათლებლო მენიუ) 1 |

| | | | | | |
|----|--|--|---|---|--|
| | კოდნას. 4 | 1 | | | |
| 15 | 777 | 777 | უნარშეზღუდული დაქვეითებული ბავშვებისათვის სკოლა 1 | კლასი, სადაც სწავლობენ როგორც ნორმალურად განვითარებული, ასევე შეფერხებული ან რთული ბავშვები 2 | გამომდინარე იქედან, რომ მოსწავლეები არიან ინდივიდუალურად განსხვავებული შესაძლებლობებითა და უნარებით, საჭიროა მათთან ინდივიდუალური სასწავლო გეგმის არსებობა 1 |
| 16 | ზოგადსაგანმანათლებლო სკოლის გარემოში- სწავლობენ გარკვეული სპეციალური საჭიროების მქონე ბავშვები ნორმალური შესაძლებლობის მქონე ბავშვებთან ერთად, წესით ეს უნდა მოიაზრებოდეს, მაგრამ ჩვენთან ეს ესე არ არის. 2 | 777 | სპეციალური სკოლა არის საგანმანათლებლო დაწესებულება, სადაც სწავლობენ გარკვეული უნარშეზღუდული შესაძლებლობის მქონე ბავშვები 1 | 777 | ინდივიდუალური სასწავლო გეგმის მიხედვით მიმდინარეობს სწავლება კონკრეტულად ერთი ბავშვისათვის 1 |
| 17 | ეს ის გარემოა, სადაც მოსწავლე იღებს ზოგად განათლებას, რაც შემდეგ მას საშუალებას მისცემს უკვე აირჩიოს კონკრეტული განათლების სფერო 1 | არ ვიცი 777 | ეს არის სკოლა, სადაც სპეციალურად რაიმე ნიშნით გამოყოფილი მოსწავლეები სწავლობენ 1 | არ ვიცი 777 | ეს არის სასწავლო გეგმა, რომელიც შერჩეულია ინდივიდუალური მიხედვით 1 |
| 18 | ეს არის გარემო, როგორც ზოგადი, ასევე სპეციალური განათლების მქონე ინდივიდებით დაკომპლექტებული მასწავლებლები, რომელთაც ინდივიდუალური მიდგომა ექნებათ ყოველი ბავშვის მიმართ | ინკლუზიური განათლება არის განათლების ისეთი სისტემა, სადაც უნარშეზღუდულ ბავშვებს აქვთ შესაძლებლობა მიიღონ განათლება სრულფასოვან ბავშვებთან ერთად 1 | სპეციალური არის სკოლა, რომელიც ერთი პროფილით მუშაობს-დავეუშვათ მხოლოდ უსინათლოებისათვის, ან მხოლოდ სმენადაქვეითებული ბავშვებისათვის. 1 | ინტეგრირებული კლასი არის სხვადასხვა უნარების და შესაძლებლობების მქონე ბავშვებით დაკომპლექტებული კლასი 2 | ეს არის გეგმა, რომელიც ინდივიდუალურად მუშავდება, როგორც უნარშეზღუდულისთვის, ასევე შეზღუდვების არმქონე ბავშვებისათვის. ეს სასწავლო გეგმა უნდა ითვალისწინებდეს ბავშვების შესაძლებლობებს და უნდა |

| | | | | | |
|----|---|---|---|--|--|
| | 2 | | | | შედლოს შესაძლებლობების გაერთიანება 1 |
| 19 | ის გარემო, რომელიც ბავშვებს უქმნის სწავლის მოტივის სხვადასხვა ხერხების მეშვეობით 3 | 777 | სადაც სწავლობენ გარკვეული განვითარების დარღვევის მქონე ბავშვები, ან გარკვეულ მიმართულებაზე კონცენტრირებული 1 | სადაც სწავლობენ განვითარების შეფერხების მქონე და ჩვეულებრივი განვითარების მქონე ბავშვები ერთად 2 | გარკვეული განვითარების მქონე ბავშვთათვის შედგენილი სპეციალური სასწავლო პროგრამა 1 |
| 20 | 777 | 777 | 777 | 777 | 777 |
| 21 | ზოგადსაგანმანათლებლო სკოლის გარემო- ის სადაც გაერთიანებული სკოლა. უნდა იყოს გარემო, სადაც ბავშვთა ცოდნას მიიღებს მოზარდი და დაეხმარება მომავალში. ეს პირველად ნ მოყვლილების საფუძველია 1 | სადაც ნეიროფსიქოლოგიური პრობლემების მქონე პაციენტები სწავლობენ „ჩვეულებრივ ბავშვებთან 1 | არასტანდარტული, ჩვეულებრივისაგან განსხვავებული სკოლა 7777 | რომელმაც გაიარა რაღაც გარკვეული ეტაპი 7777 | ის გეგმა, რომელიც ყოველმა ჯგუფმა ცალკე უნდა შეასრულოს, ინდივიდუალურად 7777 |
| 22 | საჯარო სკოლა, სადაც შეიძლება სწავლობდეს ნებისმიერი ბავშვი, თუმცა ხდება ჯანსაღი გარემოს შექმან, ხშირ შემთხვევაში 2 | ასეთი განათლებისას ერთ კლასში სწავლობენ ჯამრთელი და შეზღუდული შესაძლებლობის მქონე ბავშვები 1 | სადაც სწავლობენ მხოლოდ უნარშეზღუდული ბავშვები 1 | როდესაც ერთ კლასში სხედან ჯამრთელი და უნარშეზღუდული ბავშვები 2 | უნარშეზღუდული ან სპეციალური საჭიროების მქონე ბავშვებისათვის შესაბამისი განვითარების დონის გათვალისწინებით შექმნილი სასწავლო პროგრამა 1 |
| 23 | საჯარო სკოლა 1 | გულისხმობს, რომ სკოლაში არსებობს კლასები, სადაც არიან შეზღუდული შესაძლებლობის მქონე ბავშვები 1 | სადაც მხოლოდ შეზღუდული შესაძლებლობის მქონე ბავშვები არიან 1 | სადაც არის როგორც ჯამრთელი, ისე შეზღუდული უნარების მქონე ბავშვები 2 | კონკრეტული ჯგუფისათვის გათვლის სასწავლო პროგრამა 1 |
| 24 | გულისხმობს ჩვეულებრივ საჯარო სკოლას 1 | ეს არის კონკრეტული პროექტი, რომლის მიხედვითაც ჩვეულებრივ სკოლებში ჯამრთელ | მხოლოდ შეზღუდული შესაძლებლობის მქონე ბავშვები არიან. ჰომოგენური ჯგუფია მოსწავლეების | განსხვავებული შესაძლებლობების მქონე ბავშვებით დაკომპლექტებული კლასია, | სპეციალურად განსაზღვრული და დაგეგმილი გეგმა კონკრეტული |

| | | ბავშვებთან ერთად სწავლობენ უნარშეზღუდული ბავშვები 1 | 1 | ალბათ 2 | შესაძლებლობის მქონე ბავშვებისათვის 1 |
|----|--|---|---|--|--|
| 25 | ჩემი აზრით, ზოგადსაგანმანათლებლო სკოლის გარემო გულისხმობს ყველა მოსწავლისათვის თანაბარი უფლებრივი და მოვალეობრივი მოთხოვნების შეთავაზებას. ნებისმიერი სახის დისკრიმინაციის დაუშვებლობას. თანამედროვე განათლების სისტემით უზრუნველყოფილი გარემო 2 | ინკლუზიური განათლება, ჩემი აზრით, გულისხმობს, ზოგადსაგანმანათლებლო სკოლებში სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლეების შესახებ ინფორმირებულობას 2 | სპეციალური სკოლას, სავარაუდოდ სპეც. საგანმანათლებლო საჭიროების მქონე მოსწავლეებს აერთიანებს, თუმცა შეიძლება ეს არ გამორიცხავდეს ე.წ. შერეულ სისტემას, სადაც ერთად ფუნქციონირებენ ნორმალური და სპეციალური საგანმანათლებლო საჭიროების მქონე მოსწავლეები 2 | ინტეგრირებული კლასი, ჩემი აზრით, ესაა გაერთიანებული კლასი, სადაც ერთიანდებიან სხვადასხვა შესაძლებლობისა და საჭიროების მქონე მოსწავლეები 2 | ინდივიდუალურ სასწავლო გეგმა გულისხმობს ყველა მოსწავლის (მათი მოთხოვნებისა და საჭიროებების) გათვალისწინების შედეგად შექმნილ სასწავლო პროგრამას, რომელშიც დეტალურადაა გაწერილი ოპტიმალური სასწავლო პროცესი 1 |
| 26 | ალბათ, სასკოლო გარემო, რომელიც ნებისმიერი სასკოლო ასაკის ადამიანს აძლევს ზოგად განათლებას 1 | ინკლუზიური განათლება გულისხმობს სპეციალური საჭიროების მქონე პირთა ჩვეულებრივ სკოლებში სწავლებას ინდივიდუალური სასწავლო გეგმით, ანუ ასეთი ადამიანები სწავლობენ „ნორმალურ ბავშვებთან ერთად, მაგრამ მათი შეფასების და წახალისების სისტემა განსხვავებულია 1 | სპეციალური სკოლა, ალბათ, არის სასწავლო დაწესებულება სპეციალური საჭიროების მქონე პირთათვის 1 | ინტეგრირებული კლასი არის, რომელშიც ერთად სწავლობენ „ნორმალური და სპეციალური საჭიროების მქონე ბავშვები 2 | ინდივიდუალური სასწავლო გეგმა არის სწავლის პროგრამა დაგეგმილი და გათვლილი (ერთ კონკრეტულ) ინდივიდზე, ანუ ინდივიდის შესაძლებლობებისა და საჭიროებების მიხედვით დაგეგმილი სასწავლო პროგრამა 1 |
| 27 | ზოგადსაგანმანათლებლო სკოლის გარემო - გულისხმობს გარემოს, რომელიც უზრუნველყოფს ბაზისური ცოდნის მიცემას სხვადასხვა მნიშვნელოვან სფეროებში- მოსწავლეებისათვის | ინკლუზიური განათლება ეს არის პროგრამა შექმნილი ადამიანებისათვის, რომლებსაც აღენიშნებათ რაიმე სახის დარღვევა. ეს პროგრამა უზრუნველყოფს ამ ადამიანების საჯარო სკოლებში მოთავსებასა | სპეციალური სკოლა - რომელიც შექმნილია სპეციფიკური დარღვევების მქონე პირთა დასახმარებლად. ამ სკოლებში აქცენტს აკეთებენ - ამ განსაზღვრული დარღვევის შეძლებისდაგვარად | ინტეგრირებული კლასი- სადაც გაერთიანებულია (სადაც მოთავსებულია) ჯამრთელი და დარღვევის მქონე პირები 2 | ინდივიდუალური სასწავლო გეგმა - ეს არის ინდივიდუალური მიდგომა თითოეული მოსწავლისადმი - სადაც გათვალისწინებულია მისი შესაძლებლობები (ნიჭები, თუ სუსტი ადგილები) და ამისდა მიხედვით იგება, |

| | | | | | |
|----|--|---|---|--|--|
| | 1 | და ჯამრთელ ადამიანებთან ერთად განათლების მიღებას 1 | აღდგენაზე და მაქსიმალურად უზრუნველყოფს, რომ ამ პირებმა მიიღონ ისეთივე განათლება, როგორსაც ჯამრ იღე 1 | | განისაზღვრება მასალის მიწოდების ფორმა ან მასალის დონე 1 |
| 28 | ზოგადსაგანმანათლებლო სკოლის გარემო ეს არის ადგილი, სადაც ყველა მოსწავლეს უნდა შეეძლოს იმ ზოგადი ცოდნის მიღება, რომელიც საკვლევებო ყველა სათვის. ასევე იმ ცოდნის მიღება, რომლის საშუალებითაც აბიტურიენტი შეძლებს ეროვნული გამოცდების შედეგად უნივერსიტეტში ჩაბარებას. ზოგადსაგან. სკოლის გარემო ისე უნდა იყოს მოწყობილი, (იგულისხმება როგორც მასწავლებელი, ასევე სასკოლო გარემო, სიტბო, საკლასოთახების კეთილმოწყობა)რომ მოსწავლე შეძლოს ზოგადი ცოდნის მიღება 1 | ინკლუზიური განათლების დროს ზოგადი განათლება სკოლებში მეტნაკლებად ერთნაირი შესაძლებლობების მქონე ბავშვებთან ერთად სწავლობენ სპეციალური საჭიროების მქონე ბავშვები 3 | სპეციალურ სკოლაში სწავლობენ სპეციალური საჭიროების მქონე ბავშვები, რომლებსაც მეტ-ნაკლებად ერთი პრობლემა აქვთ 1 | ინტეგრირებულ კლასში სწავლობენ სხვადასხვა საჭიროების მქონე ბავშვები 2 | ინდივიდუალური სასწავლო გეგმა გულისხმობს სპეციალურად ერთი ბავშვისთვის შექმნილ სასწავლო გეგმას, რომელიც შეესაბამება ამ მოსწავლის ცოდნას და შესაძლებლობებს და დაეხმარება მას ცოდნის მიღებაში 1 |
| 29 | ზოგადსაგანმანათლებლო სკოლის გარემო უნდა იყოს ბავშვისათვის გარკვეული ცოდნის მიმცემი, სადაც შეძლებს სწავლებას ყველა სფეროში გარკვეული წარმოდგენის შექმნას, რაც შემდეგ ხელს შეუწყობს მომავალი პროფესიის არჩევაში. სკოლა უნდა იყოს მისთვის მისაღები და შეესაბამებოდეს მის უნარებს, რომ შემდგომ | 777 | სპეციალური სკოლა არის გარკვეული შესაძლებლობების არ მქონე პირთათვის განკუთვნილი 1 | ინდივიდუალური სასწავლო გეგმა ითვალისწინებს ყოველ ბავშვთან ინდივიდუალურ მიდგომას, მისი შესაძლებლობების და უნარების გათვალისწინებით 777 | 1 |

| | | | | | |
|----|---|---|--|--|---|
| | შექლოს საკუთარი თავის შესაძლებლობების რეალიზება. სკოლამ უნდა უზრუნველყოს მისთვის ზოგადი განათლების მიცემა 1 | | | | |
| 30 | ეს არის გარემო, რაც საფუძველს უქმნის მოსწავლეებს მიიღოს ზოგადი ცოდნა სხვადასხვა მეცნიერების შესახებ. არემო სადაც ბავშვს აქვს საშუალება განავითაროს საკუთარი კოგნიტიური უნარები და შესაძლებლობები 1 | 777 | სპეციალური სკოლა დღევანდელ დღეს ასოცირდება კოლეჯებთან, სადაც ისწავლება განსაზღვრული საგნები და მათზე ხდება აქცენტირება. აგრეთვე შესაძლებელია იყოს რიგითი საშუალო სკოლა 3 | გეგმა რომელშიც არსებობს განაწესი სასწავლო პროცესის დინამიკისა 777 | 7777 |
| 31 | ზ.ს.გ. არის დაწესებულება, რომელიც ვალდებულია შეძლებისდაგვარად ეფექტურად მოახდინოს მოსწავლეებისათვის ცოდნის მიღება, შეინარჩუნოს მიათი ფიზიკური ფორმა, ხელი შეუწყოს მათ ინტელექტუალ და კრეატიულ განვითარებას მათი უფლებების სრული დაცვით. 1 | ინკლუზიური განათლება განკუთვნილია სპეციალური საჭიროების მქონე მოსწავლეუთათვის. (გონებაჩამორჩენილობის, აუტიზმიზმის შეთხვევცაში) 4 | სადაც თავმოყრილია სხვადასხვა პრობლემების მქონე მოზარდები განათლების მიზნით 1 | კლასი, რომელშიც სასწავლო პროცესში ჩართულია როგორც სპეც. საჭიროების მქონე მოსწავლეები, ასევე ერთნაირი შესაძლებლობის (მეტნაკლებად) მოსწავლეები 2 | ინდივიდუალური სასწავლო გეგმა არის კურიკულუმი, რომელიც იქმნება მხოლოდ ერთი მოსწავლისათვის 1 |
| 32 | 777 | როდესაც გონებრივი შესაძლებლობების მქონე ბავშვებს, ჩვეულებრივ სკოლებში ასწავლიან მათ ჩართვას ცდილობენ ჩვეულებრივ სასწავლო პროცესში 1 | სპეციალური დაწესებულება გონებრივი ჩამორჩენების მქონე ბავშვებისათვის 1 | როდესაც გონ. ჩამორჩენის მქონე ბავშვებს ინტეგრირებულად ასწავლიან ჩვეულებრივ ბავშვებთან ერთად 2 | ინდივიდუალური ანკეტა, გეგმა, რომელიც ინდივიდუალურადაა შექმნილი პიროვნების გარკვეული ტიპის მიმართ. 1 |
| 33 | გარკვეული ფიზიკური თუ გონებრივი შეზღუდვების | სადაც სწავლობენ მხოლოდ გარკვეული | სადაც არიან როგორც შეზღუდვის მქონე ისე | 777 | გეგმა, რომელიც შედგენილია სპეციალურად |

| | | | | | |
|----|---|--|---|--|--|
| | მქონე ადამიანების ჩართვა სწავლების პროცესში არა სპეც სკოლებში 2 | შეზღუდვის მქონე ბავშვები 4 | შეზღუდვების არ მქონე ბავშვები ერთ კლასში 2 | | იმ ბავშვებისათვის, რომელსაც აქვს შეზღუდვა (ფიზიკური, თუ მენტალური) მისი შეზღუდვის შესაბამისად ეს განსხვავებულია საერთო სილაბუსისგან 1 |
| 34 | 777 | 777 | 777 | 777 | 777 |
| 35 | 777 | 777 | კონკრეტული მიმართულებით დაგეგმილი სასწავლო გეგმა 3 | სადაც სწავლობენ შეზღუდული შესაძლებლობის მქონე და ჩვეულებრივი ბავშვები 2 | თითოეული მოსწავლის მიხედვით დაგეგმილი სასწავლო გეგმა 1 |
| 36 | ზოგადსაგანმანათლებლო სკოლის გარეშე გულისხმობს ყველა მოსწავლისათვის ერთნაირი პირობების შექმნას და ერთნაირი პირობები საჭიროა არა მხოლოდ მოსწავლეთათვის, არამედ სტუდენტებისათვის 2 | ინკლუზიური განათლება გულისხმობს უნარშეზღუდული ბავშვებისა და „ჩვეულებრივი“ 1 | სპეციალურ სკოლაში შეიძლება სხვადასხვა შინაარსი მოიაზრებოდეს, სპეციალური სკოლა - უცხო ენების შესწავლისათვის, სპეც სკ. უნარშეზღუდული ბავშვებისათვის და ა.შ. 3 | ინტეგრირებული ინკლუზიური სინონიმია, რაც უკვე დავწერე 2 | ინდივიდუალური სასწავლო გეგმა გულისხმობს თითოეული მოსწავლეს ინდ. გეგმის შევსებას, მისი აკადემიური მოსწრების შესახებ, ასევე, ემოციური სტაბილურობის შესახებ ზოგადად მის სტაბილურობის შესახებ და ა.შ. 1 |
| 37 | 777 | უნარშეზღუდული ბავშვების სწავლა, აღზრდა, გავითარება 4 | 777 | 777 | ინდივიდუალური სასწავლო გეგმა, რომელიც ხორციელდება ერთ მოსწავლესა და მასწავლებელს შორის 1 |
| 38 | 777 | ჩემი აზრით, როდესაც უნარშეზღუდული ბავშვები სხვებთან ერთად სწავლობენ და ამ მეთოდის დამკვიდრება ჩემთვის მისაღებია 1 | სადაც მხოლოდ უნარშეზღუდული ბავშვები სწავლობენ 1 | 777 | როდესაც 1 მოსწავლისათვის ინდივიდუალურად არის შემუშავებული 1 |

| | | | | | |
|----|--|--|--|---|---|
| 39 | 777 | ინკლუზიური განათლება არის ჩართ ღი განათლება, სადაც ერთ კლასში სწავლობს როგორც სპეციალური განათლების საჭიროების პირები, ასევე ჩვეულებრივი ბავშვებიც 1 | სპეციალურია სკოლა, სადაც მხოლოდ უნარშეზღუდული პირები სწავლობენ 1 | 777 | ინდივიდუალურია სასწავლო გეგმა, რომელიც შემუშავებულია სპეციალური განათლების მქონე პირისათვის. 1 |
| 40 | ზოგადსაგანმანათლებლო სკოლის გარემოზე დამოკიდებულია მოსწავლეთა მოტივაციის ამაღლება. გარემო არის ის, სადაც მოსწავლეები სწავლობენ, სკოლის ერთერთი კლასი 3 | სპეციალურად საჭირო ბავშვების განათლება 7777 | სადაც სპეციალურ საჭიროების ბავშვები სწავლობენ 1 | სადაც ყველანაირი ბავშვები სწავლობენ 2 | ერთი ადამიანის პიროვნების სასწავლო გეგმა 1 |
| 41 | სადაც მოსწავლეები იღებენ განათლებას და არა მარტო განათლებას 1 | სიტყვა „ინკლუზია“ ნიშნავს ჩართვას. ანუ შშმ პირთა ჩართვა საგანმანათლებლო პროცესში, სადაც შშმ პირები და ჩვეულებრივი ბავშვები ერთად სწავლობენ (ერთ კლასში). 1 | სპეციალური სკოლა არის ისეთი სკოლა, სადაც მხოლოდ შშმ პირები სწავლობენ 1 | ინტეგრირებული კლასი არის ისეთი კლასი, სადაც შშმ პირები და ჩვეულებრივი ბავშვები ერთ სკოლაში სწავლობენ, ოღონდ სხვადასხვა კლასებში არიან (მაგრამ გვერდი გვერდ) 1 | ინდივიდუალური გეგმა არის ისეთი გეგმა, როდესაც მასწავლებლები თითოეული ბავშვისათვის ინდივიდუალურად ადგენს გეგმას მისი ბავშვის შესახებ. ამაში შედის ბავშვის მონაცემები (ფიზიკური და სხვა). 1 |
| 42 | ყველაფერი ის, რაც მოსწავლეს მოტივირებულს გახდის და შეძლებს გახდეს სრულყოფილებიანი მოქალაქე 3 | გონებაშეზღუდულ ბავშთა სწავლება 4 | აღბათ ნაკლებად მოაზროვნე ბავშვებისათვის შექმნილი 1 | რამდენიმე საგნის ერთობლივი სწავლება 7777 | სასწავლო პროგრამა 7777 |
| 43 | შეიძლება ითქვას, რომ სკოლა ეს არის მასწავლებლებისა და მოსწავლეების საერთო საცხოვრებელი ადგილი, სადაც ყველას აკისრია თავთავის მოვალეობა, 777 | 777 | 777 | 777 | 777 |

| | | | | | |
|----|--|---|---|---|---|
| | სკოლის ძირითად გარემოს შეადგენს დირექტორი, მოსწავლე მასწავლებელი, სამეურვეო საბჭო, მშობლები, სკოლის ადმინისტრაცია, მენეჯერი და ა.შ. ასეთი სკოლის გარემოში უნდა იყოს შემუშავებული ერთიანი ეროვნული სასწავლო გეგმა, რომლის წარმატებით განხორციელება თითოეული ამ ადამიანის ვალია. მაშინ კი იქნება სკოლაში სწავლა და სწავლება. 3 | | | | |
| 44 | ეს არის კომფორტული და სამართალზე დაფუძნებული გარემო 7777 | გონებაზე ზღუდულ ბავშთა სწავლება 4 | აღბათ არის სკოლა სპეციალური შესაძლებლობების ბავშვებისათვის 1 | ეს არის შერწყმული რამდენიმე საგნის ერთობლივად სწავლება 7777 | თითოეული ბავშვისათვის გათვლილი და გაწერილი სასწავლო გეგმა, თითოეულზე მორგებული 2 |
| 45 | 777 | უნარზე ზღუდული ბავშვების სწავლება 4 | სკოლა, სადაც უნარზე ზღუდული ბავშვები სწავლობენ 1 | რამდენიმე საგანი ერთად არის შერწყმული 7777 | თითოეული ბავშვისათვის შესაბამისი სასწავლო გეგმა 2 |
| 46 | უნდა იყოს პირველ რიგში ბავშვისათვის მისაწვდომი, კომფორტული, სუფთა 3 | გონებაზე ზღუდული ბავშვების განათლება 4 | სადაც უნარზე ზღუდული ბავშვები სწავლობენ 1 | როცა რამდენიმე საგანი შერწყმულია და ისე ისწავლება 7777 | სადაც თითოეულ ბავშვს აქვს სასწავლო გეგმა, ინდივიდუალური 2 |
| 47 | ეს არის გარემო, სადაც ბავშვები იღებენ ზოგად განათლებას 1 | ინკლუზიური განათლება არის, სადაც ერთნაირ პირობებში არიან სპეციალური დახმარების საჭიროების მქონე ბავშვები და ჩვეულებრივი მოსწავლეები. ისინი ერთად იღებენ განათლებას. 1 | სპეციალური სკოლა არის ისეთი, სადაც სწავლობენ უნარზე ზღუდულები 1 | ინტეგრირებული კლასი არის, სადაც ერთი და იგივე სკოლაში სწავლობენ ცალკე ჯგუფებში უნარზე ზღუდულები და ჩვეულებრივი ბავშვები 1 | ინდივიდუალური სასწავლო გეგმა ითვალისწინებს თითოეული მოსწავლის გონებრივ და ფიზიკურ შესაძლებლობას 2 |

| | | | | | |
|----|---|---|---|--|--|
| 48 | მოსწავლეს შეეუქმნათ შესაბამისი გარემო, სწავლის მისაღებად 1 | განსაკუთრებული საჭიროებების მქონე ბავშვების განათლება 4 | სადაც მხოლოდ განსაკუთრებული საჭიროებების მქონე ბავშვები სწავლობენ 1 | შერეული კლასი, ანუ სადაც ინკლუზიური და ჩვეულებრივი ბავშვები ერთად სწავლობენ. 2 | ინდივიდუალური მიდგომა - მაგალითად ინკლუზიურ ბავშვს სჭირდება ინდივიდუალური გეგმა, რათა აითვისოს ესა თუ ისე მასალა 1 |
| 49 | მოსწავლეებს შეეუქმნათ კომფორტული გარემო 7777 | გონებაშეზღუდული ბავშვების სწავლება 4 | 777 | სადაც ბავშვები არ ირჩევიან ერთმანეთისგან ფიზიკური მონაცემებით 7777 | 777 |
| 50 | უსაფრთხო გარემო. ურთიერთანამშრომლობა 7777 | შეზღუდული შესაძლებლობის მქონე ბავშვთა განათლება 4 | ისეთი სკოლა, სადაც სწავლობენ შეზღუდული შესაძლებლობის მქონე ბავშვები 1 | სადაც არიან როგორც შეზღუდული შესაძლებლობის მქონე ბავშვები ასევე, ჩვეულებრივი ჯამრთელი ბავშვები 2 | სადა არის გათვალისწინებული თითოეული მოსწავლის ფსიქო-ფიზიოლოგიური მონაცემები 2 |
| 51 | ზოგადსაგანმანათლებლო სკოლა არის სადაც ბავშვები იღებენ განათლებას, ასევე უნარჩვევებს, რომლებიც საჭიროა ცხოვრებისათვის. ზოგადსაგანმანათლებლო გარემოს ქმნის მოსწავლეები, მასწავლებლები და მშობლები 1 | ინკლუზიური განათლება არის შეზღუდული შესაძლებლობის მქონე ბავშვების განათლება 4 | სპეციალური სკოლა არის, სადაც სწავლობენ უნარშეზღუდული ბავშვები 1 | ინტეგრირებული კლასი არის, სადაც ერთდროულად სწავლობენ უნარშეზღუდული და ჯამრთელი ბავშვები 2 | ინდივიდუალური სასწავლო გეგმა არის თითოეულ მოსწავლეზე გათვლილი სასწავლო გეგმა 2 |
| 52 | კომფორტული გარემოს შექმნა 7777 | უნარშეზღუდული ბავშვები განათლება 4 | სადაც უნარშეზღუდული ბავშვები სწავლობენ 1 | ინტეგრირებულ კლასში სწავლობენ უნარშეზღუდული და ჩვეულებრივი ბავშვები ერთად 2 | ინდივიდუალური სასწავლო გეგმა არის ისხასწავლო გეგმა რასაც შე ეგებმავ 7777 |
| 53 | ისეთი ადგილი, სადაც ბავშვი მიიღებს ცოდნას, განვითარდება, როგორც | ინკლუზიური განათლება გულისხმობს იმას, რომ ჩვეულებრივ | ადგილი, სადაც უნარშეზღუდულ ბავშვებს ასწავლიან | სადაც გაერთიანებულია ჩვეულებრივი და უნარშეზღუდული ბავშვები | ინდივიდუალური თავისებურებების გათვალისწინებით გეგმის |

| | | | | | |
|----|--|---|--|--|---|
| | ფიზიკურად, ასევე ფსიქოლოგიურად, სადაც აღიზრდება და ჩამოყალიბდება პიროვნებად 1 | განვითარებულ ბავშვებთან ერთად ასწავლიან უნარშეზღუდულ ბავშვებს, რომლებიც მაქსიმალურად ჩართულნი არიან სასწავლო პროცესში 1 | 1 | 2 | შედგენა 2 |
| 54 | 777 | ვასწავლოთ სპეციალური საჭიროების მქონე ბავშვებს 4 | სადაც სწავლობენ სხვადასხვა „ნაკლის“ მქონე ბავშვები 1 | სადაც სწავლობს სპეციალური საჭიროების მქონე ბავშვი და „ნორმალური“ ბავშვები ერთად და არ არიან გამოჯანულები 2 | როცა სწავლება ხდება ინდივიდუალურად, კერძოდ ერთ პირზე. 2 |
| 55 | ეს არის ისეთი გარემო, სადაც ბავშვს საშუალება ეძლევა დაეუფლოს ცოდნას, ქცევის წესებს და ა.შ. 1 | ინკლუზიური განათლება, როდესაც ჩვეულებრივ სასკოლო გარემოში სწავლობენ უნარშეზღუდული ბავშვები 1 | სადაც მხოლოდ სპეციალური საჭიროების მქონე ბავშვები სწავლობენ 1 | თითქმის იგივე, რაც ინკლუზიური, ანუ შერეული 2 | ანუ თითოეული ბავშვისათვის შექმნილი 2 |
| 56 | 777 | 777 | ჩემი აზრით, სპეციალური სკოლებში სწავლობენ ისეთი ბავშვები, რომელთაც პრობლემები აქვთ ჯამრთელობასთან დაკავშირებით 1 | 777 | 777 |
| 57 | ზოგადსაგანმანათლებლო სკოლის გარემო არის ის გარემო, რომელშიც მონაწილეობენ მოსწავლე, მასწავლებელი, დირექტორი, პედსაბჭო, დირექტორი, პედსაბჭო, სამეურვეო საბჭო, საკლასო ოთახი, მერხები ბიბლიოთეკა... 3 | გონებრივად შეზღუდული ბავშვების განათლება 4 | სპეციალური სკოლა არის ის გარემო, სადაც სწავლობენ სპეციალური საჭიროების მქონე მოსწავლეები, ინკლუზიური ბავშვები 1 | ინტეგრირებულია კლასი, სადაც სწავლობენ როგორც ნორმალური შესაძლებლობების ასევე ინკლუზიური ბავშვები ერთად 2 | ეს არის ის გეგმა, რომელიც გათვლილია თითოეულ მოსწავლეზე ინდივიდუალურად 2 |
| 58 | ზოგადსაგანმანათლებლო | ინკლუზიური განათლება წარმოადგენს ისეთ | სპეციალური არის სკოლა, როცა მასში მხოლოდ ერთი | ინტეგრირებული კლასი, წარმოადგენს კლასს, სადაც | არის ისეთი გეგმა, რომელიც მორგებულია |

| | | | | | |
|----|---|--|--|--|--|
| | სკოლის გარემო არის კლასი, მაგიდები, მერხები, სკოლის მუსიკალური და სპორტული დარბაზი, სკოლის ეზო 3 | განათლებას, როცა უნარშეზღუდული ბავშვები გამოდიან გარეთ, არ არიან ჩაკეტილები და სწავლობენ ჩვეულებრივ ბავშვებთან ერთად 1 | სახის ბავშვები, ანუ ისეთები, რომელთაც უნდათ ვთქვათ ინგლისურის, ესპანურის, რუსული შესწავლა ან მხოლოდ უნარშეზღუდული ბავშვები რომ სწავლობენ 1 | ჩვეულებრივ ბავშვებთან ერთად სწავლობენ უნარშეზღუდული ბავშვები 2 | ინდივიდუალურ მოსწავლეზე 2 |
| 59 | ის პირობები, რომელშიც მოსწავლეები სწავლობენ 1 | უნარშეზღუდულ ბავშვებთან ურთიერთობა, რომლებიც „ჩვეულებრივ ბავშვებთან ერთად სხედან გაკვეთილებზე“ 1 | სადაც მხოლოდ უნარშეზღუდული ბავშვები სწავლობენ 1 | სადაც უნარშეზღუდული და ჩვეულებრივი ბავშვები ერთად სხედან გაკვეთილზე 2 | თითოეული მოსწავლის შესაძლებლობების გათვალისწინებით გეგმის შედგენა 2 |
| 60 | ზოგადსაგანმანათლებლო სკოლის გარემო არის ადგილი, სადაც ყველა ბავშვი მიუხედავად მისი სოციალური, ინტელექტუალური უნარისა იღებს ხარისხიან განათლებას 2 | ინკლუზიური განათლება გულისხმობს შეზღუდული შესაძლებლობების პირების სასწავლო პროცესში ჩართვას 1 | სპეციალური სკოლა გულისხმობს ისეთი გარემოს შექმნას, სადაც ყველა მიიღებს განათლებას 2 | სადაც ყველანაირი შესაძლებლობის მოსწავლე სწავლობს და გაკვეთილს ატარებს რამდენიმე მასწავლებელი 3 | ინდივიდუალური სასწავლო გეგმა შედგენილია სპეციალური საჭიროების მქონე ბავშვების ინდივიდუალურად და ასახავს მოსწავლის შესაძლებლობას. აფასებს რამდენიმე პედაგოგი ერთად და მულტიდისციპლინარული გუნდი 1 |
| 61 | ეს არის ის პირობები, რომელშიც მოსწავლეები სწავლობენ შეუზღუდავად 1 | ინკლუზიური განათლება არის ის, როცა უნარშეზღუდული ბავშვები სწავლობენ „ჩვეულებრივ“ 1 | ის ადგილი, სადაც მხოლოდ შეზღუდული შესაძლებლობების მქონე ბავშვები სწავლობენ ჩვეულებრივ ბავშვებთან ერთად 2 | როცა უნარ-შეზღუდული ბავშვები და „ჩვეულებრივი“ ბავშვები ერთად სწავლობენ 2 | ის გეგმა, რომელიც დგება ბავშვის შესაძლებლობების გათვალისწინებით, თითოეული ბავშვისთვის ცალკე 2 |
| 62 | გარემო არის ის ადგილი, რომელიც მორგებული უნდა იყოს მოსწავლეებისათვის კარგი განათლების გადაცემისათვის. გარემო უნდა იყოს ადვილად მორგებადი სხვადასხვა აქტივობებზე. ასევე უნდა | ინკლუზიური განათლება არის სწავლება, რომელიც მორგებულია შეზღუდული შესაძლებლობის მოსწავლეებზე 4 | სპეციალური სკოლა არის სადაც სწავლობენ მხოლოდ შეზღუდული შესაძლებლობის მოსწავლეები 1 | ინტეგრირებულია კლასი, სადაც ჯამრთელ მოსწავლეებთან ერთად სწავლობენ შეზღუდული ინარების მქონე მოსწავლეები (გონაბრივი, ფიზიკური) | 777 |

| | | | | | |
|----|---|---|---|---|---|
| | იქოს უსაფრთხო 1 | | | 2 | |
| 63 | 777 | შეზღუდული შესაძლებლობების მქონე მოსწავლეთა განათლება 4 | სადაც სწავლობენ შეზღუდული შესაძლებლობის მქონე მოსწავლეები 1 | სადაც სწავლობენ ფიზიკურად და ფსიქოლოგიურად ნორმალურად განვითარებული მოსწავლეებთან ერთად შეზღუდული შესაძლებლობის მქონე მოსწავლეები 2 | რომელიც შექმნილია სპეციალურად შეზღუდული შესაძლებლობების მქონე ბავშვებისათვის 1 |
| 64 | ადგილი, სადაც ადამიანი ეუფლება ცხოვრებაში გამოსაყენებელ უნარჩვევებს 1 | უნარშეზღუდულ ბავშვებთან სწავლების გამოყენება 4 | „სპეციალურად გათვალისწინებული სწავლებისა და გამოცდილების გამოყენება „სპეციალურ ბავშვებთან 1 | 777 | როდესაც მასწავლებელი ქმნის გეგმას ინდივიდუალურად და არა პედაგოგთა ჯგუფთან 3 |
| 65 | ჩემი აზრით, ეს არის ინდივიდუალურად გასათვალისწინებელი რამ. ამას ადგენს დირექტორი დაკლასის დამრიგებელი 3 | გონებაშეზღუდულ ბავშვებზე ზრუნვა, განთლების მხრივ 4 | სადაც არიან მხოლოდ „გონებაშეზღუდული ბავშვები ან ფიზიკური 1 | სადაც გაერთიანებულია „ყველანიერი მოსწავლე 2 | რომელიც თითოეულ ბავშვზე არის გათვლილი 2 |
| 66 | ჩემი აზრით, ეს ნიშნავს, რომ ზოგადსაგანმანათლებლო სკოლა აძლევს მოზარდს ზოგად განათლებას, უყალიბებს მსოფლმხედველობას 1 | სპეციალური საჭიროების მქონე ბავშვთა განათლება 4 | სადაც სწავლობენ სპეციალური საჭიროების მქონე ბავშვები 1 | სადაც სწავლობენ სხვადასხვა ეთნიკური, შესაძლებლობების, რეგლიგიის მიმდევარი ბავშვები 2 | ეს არის რომელიც შედგენილია სპეციალური შესაძლებლობების მქონე ბავშვებისათვის 1 |
| 67 | ჩემი აზრით, ზოგადსაგანმანათლებლო სკოლის გარემოს ქმნიან პირველ რიგში დირექტორი, პედ საბჭო, საქმეთა მმართველი, მოსწავლეები მშობლები | უნარშეზღუდული და გონებაშეზღუდული ბავშვებისათვის განათლების მიცემა 4 | სპ. სკოლა არის ჩემი აზრით, სადაც სწავლობენ განსხვავებული ტიპის ბავშვები, შესაძლოა იყვნენ უნარშეზღუდულები, გონებაშეზღუდულები, ძნელად აღსაზრდელები და | ეს არის კლასი, სადაც ჩვეულებრივი უნარების მქონე ბავშვები ერთად სწავლობენ რაღაც ნაკლის მქონე ბავშვები 2 | ეს არის გეგმა, შედგენილი თითოეული მოსწავლისათვის ინდივიდუალურად, რადგან ყველა ერთნაირად ვერ ითვისებს მასალას და მათ სჭირდებათ |

| | | | | | |
|----|--|--|---|---|---|
| | 3 | | ა.შ. 1 | | ინდივიდუალური გეგმა და მიდგომა 2 |
| 68 | პროფესიონალი მასწავლებელი, კეთილმოწყობილი საკლასო ოთახი, მეგობრული ურთიერთობები 3 | შეზღუდული შესაძლებლობების მქონე ბავშვებისათვის, სწავლების მეთოდებისა და მოდგომების შესწავლა 4 | სკოლა, სადაც მხოლოდ შეზღუდული შესაძლებლობების მქონე მოსწავლეები სწავლობენ 1 | კლასი, სადაც სხვადასხვა გონებრივი შესაძლებლობის მოსწავლეები სწავლობენ 2 | თითოეულ ბავშვზე მორგებული სასწავლო გეგმა 2 |
| 69 | 777 | როდესაც სპეციალური საჭიროების მქონე მოსწავლეები ჩვეულებრივ სკოლებში სწავლობენ 1 | სადაც სპეციალური საჭიროების ბავშვები სწავლობენ 1 | თუ ჩვეულებრივ სკოლაში გამოყოფილია კლასი, სადაც სპეციალური საჭიროების მოსწავლეები სწავლობენ 1 | როდესაც თითოეული ბავშვისათვის ინდივიდუალურად ადგენენ სასწავლო გეგმას 2 |
| 70 | უნდა იყოს მრგვალი მაგიდები, რაც მოსწავლეების დაეხმარება დისკუსიის დროს 3 | სწავლება გონებაჩამორჩენილი ბავშვებისათვის 4 | სკოლა, სადაც სწავლობენ გონებაჩამორჩენილი და უნარშეზღუდული ბავშვები 1 | ინტეგრირებული კლასი არის შერწყმული ანუ 2 ან მეტი ღონის ბავშვები ერთად 2 | ინდივიდუალური სასწავლო გეგმა არის გეგმა, რომლითაც უნდა ასწავლო მხოლოდ ერთ ადამიანს 2 |
| 71 | ზოგადსაგანმანათლებლო სკოლის გარემო არის გარემო, სადაც ხორციელდება ზოგადი განათლების მიწოდება მოსწავლეთათვის მასწავლებელთა მიერ 1 | ინკლუზიურ განათებაში იგულისხმება სწავლების პროცესი, რომელიც განსაკუთრებული საჭიროების მქონე ბავშვებისათვის 4 | სპეციალური სკოლაში სწავლობენ ის ბავშვები, რომლებიც აგარიყულნი არიან 1 | ინტეგრირებულ კლასებში სწავლობენ როგორც ჩვეულებრივი გონებრივი განვითარების მქონე ასევე განსხვავებული გონებრივი განვითარების (განსაკუთრებული საჭიროების მქონე) ბავშვები. ინტეგრირებული კლასისათვის მუშავდება სასწავლო გეგმა, რომელიც მოიცავს როგორც ზოგადსა 2 | მაგალითად ავიღოთ კლასი, სადაც არის მხოლოდ ერთი ან რამდენიმე განსაკ. საჭიროების მქონე ბავშვები, მათ ესაჭიროებათ ინდივიდუალური სასწავლო გეგმა, რადგან შესაძლოა კლასში იყოს ADHD, SLD და ა.შ. სწორედ მათ ესაჭიროებათ ინდ. სასწ. გეგმა, რადგან არ ჩაიშალოს სასწავლო პროცესი და არ გაძნელდეს სწავლება, როგორც მათთვის, ასევე მათი კლასელებისათვის. 1 |
| 72 | 777 | გარემო სადაც სწავლობს | 777 | 777 | 777 |

| | | | | | |
|----|---|---|--|--|---|
| | | ყველანაირი შესაძლებლობების მქონე ბავშვი | | | |
| | | 1 | | | |
| 73 | ზოგადსაგანმანათლებლო სკოლაში სწავლობენ ჩვეულებრივი, ნორმალური ბავშვები და იღებენ ზოგად განათლებას 1 | ინკლუზიური განათლება გულისხმობს ჩვეულებრივი, ნორმალური ბავშვებისა და უნარშეზღუდული ბავშვების ერთად ყოფნას, ერთ გარემოში სწავლას 1 | სპეციალურ სკოლაში ეს არის ის ადგილი, სადაც მხოლოდ სპეციალური საჭიროების მქონე ბავშვები სწავლობენ 1 | კლასი, რომელშიც ერთდროულად სწავლობენ ნორმალური და სპეც. საჭ. მქონე მოსწავლეები 2 | გიგ-ანუ განათლების ინდივიდუალური გეგმა, როდესაც ესა თუ ის მოსწავლე საჭიროებს ყველასგან განსხვავებულ, სწავლების ინდივიდუალურ მეთოდებს, მისთვის ადგენენ გიგს. 2 |
| 74 | სკოლა არის გარემო, სადაც ბავშვი, მოზარდი იღებს არა მარტო განათლებას, არა მედ იძენს იმ თვისებას, ჩვევებს, რომლითაც უნდა იხელმძღვანელოს მომავალ ცხოვრებაში. სკოლაში აუცილებლად უნდა იყოს შექმნილი ისეთი გარემო, რომ მოსწავლისათვის ყველანაირი ფსიქოლოგიური ტრამვა თავიდან აცილებული იყოს. ბავშვობაში სკოლაში შეძენილმა ტრამვამ, რომელიც შეიძლება მასწავლებლის მიერ შეურაცხყოფიდანაც იყოს გამოწვეული, შესაძლებელია ადამიანის მთელი ცხოვრება განსაზღვროს. 1 | ინკლუზიურუ განათ ება არის განათლება, რომელსაც ერთად იღებენ როგორც სპეციალური საჭიროების მქონე პირები, ასევე სხვა მოსწავლეებიც 1 | სკოლა, სადაც მხოლოდ სპეციალურ საჭიროების მქონე პირები სწავლობენ 1 | კლასი, რომელშიც ინტეგრირებულია, გაერთიანებულია პეცილ საჭიროების მქონე პირები და სხვა მოსწავლეები 2 | სასწავლო გეგმა, რომელიც შედგენილია ინდივიდუალურად სპეციალური საჭიროების მქონე პირთათვის (ცალკეულად) 1 |
| 75 | ეს ძალიან მნიშვნელოვანი გარემოა ბავშვის ცხოვრებაში, მას სერიოზული გარდატეხის მოტანა შეუძლია ბავშვის ცხოვრებაში. | ინკლუზიური განათლება მოიცავს საგანმანათლებლო პროცესს, რომელშიც ერთდროულად მონაწილეობს როგორც | სპეციალური სკოლა არის დაწესებულება, სადაც სწავლობენ მხოლოდ შეზღუდული შესაძლებლობის მქონე პირები | ეს არის პროცესი, რომელშიც შეზღუდული შესაძლებლობის პირი აქტიურად არ არის ჩართული სწავლის პროცესში, თუმცა კლასში | ეს არის კონკრეტული შეზღუდული შესაძლებლობის მქონე პირის ინდივიდუალობაზე მორგებული სასწავლო გეგმა, რომელიც |

| | | | | | |
|----|---|---|--|--|--|
| | მნიშვნელოვანია ამ პერიოდის სწორად წარმართვა 1 | შეზღუდული შესაძლებლობის მქონე პირები, ასევე ჩვეულებრივი ბავშვები. ეს არის პროცესი, სადაც ორივე მხარე აქტიურია და შერწყმულია ერთმანეთთან 1 | 1 | ჩვეულებრივ იმყოფება 4 | ითვალისწინებს მხოლოდ იმ ბავშვის შესაძლებლობებს, რომლისთვისაა არის შედგენილი 1 |
| 76 | გარემო რომელშიც სწავლობენ ჩვეულებრივი ბავშვები და იღებენ ზოგად განათლებას 4 | ინკლუზიური განათლება გულისხმობს განსაკუთრებული საჭიროების მქონე ბავშვების განათლებას 4 | სკოლა, სადაც არსებობს ყველა პირობა განსაკუთრებული საჭიროების მქონე ბავშვების განათლებისათვის 1 | კლასი, სადაც სწავლობენ ჩვეულებრივი, ასევე განსაკუთრებული საჭიროების მქონე ბავშვები 2 | ინდივიდუალური სასწავლო გეგმა დგება სპეციალურად განსაკუთრებული საჭიროების მქონე ბავშვებისათვის. მასში აღიწერება ყველა ის საგანი ქმედება, რომელიც მიმართულია განსაკუთრებული საჭიროების მქონე ბავშვისათვის. 1 |
| 77 | გარემო, სადაც ჩვეულებრივი ბავშვები სწავლობენ და იღებენ განათლებას 4 | უნარშეზღუდული ბავშვების განათლება 4 | სპეციალური სკოლა ეს არის ინკლუზიური ბავშვებისათვის არსებული დაწესებულება 1 | კლასი, რომელშიც სწავლობენ როგორც ჩვეულებრივი ასევე უნარშეზღუდული 2 | ინკლუზიური განათლების დროს საჭიროა უნარშეზღუდული ბავშვებისათვის შემუშავდეს სწავლების ინდივიდუალური გეგმა. რადგან ყოველი ბავშვი უნიკალურია და შესაბამისად მას სჭირდება სპეციალურად მისთვის შერჩეული სასწავლო გეგმა, რათა არ მოხდეს იმ უნარების მიჩქმალვა, რომელიც ამ ბავშვს გააჩნია 1 |
| 78 | ეს არის გარემო, სადაც უნდა მიიღოს განათლება ყველა ფენის ბავშმა | ეს არის გაერთიანებული სწავლება 1 | ეს არის, სადაც მარტო სპეციალური საჭიროების მქონე ბავშვები სწავლობენ | ერთად არიან ჩვეულებრივი და შეზღუდული შესაძლებლობის მქონე ბავშვები | როცა ერთ რომელიმე ბავშვთან მუშაობს მასწავლებელი |

| | 2 | | 1 | 2 | 7777 |
|----|--|---|--|---|---|
| 79 | სკოლა, რომელშიც სწავლობენ ჩვეულებრივი მოსწავლეები 4 | ინკლუზიური განათების დროს კლასში ჩვეულებრივ ბავშვებთან ერთად შეზღუდული შესაძლებლობების მქონე ბავშვებიც სწავლობენ 1 | სკოლა, რომელშიც სწავლობენ ისეთი ბავშვები, რომელთაც აქვთ განსხვავებული სასწავლო გეგმა 1 | ალბათ სხვადასხვა ასაკობრივი ჯგუფები სწავლობენ ან სხვადასხვა შესაძლებლობის მქონენი 2 | ცალკეული ბავშვისათვის სპეციალური სასწავლო პროგრამაა, საჭიროების შემთხვევაში 2 |
| 80 | 777 | ეს არის სკოლა, სადაც სწავლობენ როგორც უნარშეზღუდულები, ასევე არაუნარშეზღუდულები, ინკლუზიის პრინციპია ამ ბავშვების ინტეგრირება 1 | სადაც სწავლობენ სპეციალური შესაძლებლობების მქონე ბავშვები, სადაც მათთვის საჭირო გარემოა შექმნილი 1 | სადაც სწავლობს ყველა ბავშვი 2 | ეს არის გეგმა, რომელიც თითოეულ ბავშვზე ღებდა 2 |
| 81 | ეს არის ისეთი გარემო, სადაც ჩვეულებრივი შესაძლებლობების მქონე ბავშვები სწავლობენ და აქვთ ის გარემო პირობები, სადაც მხოლოდ ისინი უნდა სწავლობდნენ 4 | ეს არის ისეთი განათლება, სადაც შეზღუდული შესაძლებლობების მქონე ბავშვები სწავლობენ ჩვეულებრივი შესაძლებლობების მქონე ბავშვებთან და გარემო პირობებში მორგებულია ორივე მხარისათვის 1 | სპეც სკოლა არის სკოლა, სადაც მხოლოდ შეზღუდული უნარების მქონე ბავშვები სწავლობენ და სადაც მთელი გარემო, როგორც მასწავლებლები, ისე ყველა ნივთი, რაც სასწავლო პროცესში გამოიყენება მორგებულია მათზე 1 | ინტეგრირებული კლასი არის, სადაც ჩვეულებრივი შესაძლებლობის მქონე ბავშვები და შეზღუდული უნარების მქონე ბავშვები სწავლობენ ერთად და თავს გრძნობენ კარგად 2 | ეს არის გეგმა, როცა კონკრეტულ ბავშვებზე (როგორც ჩვეულებრივი შესაძ. მქონე ბავშვთა, ისე უნარშეზღუდულ ბავშვზე) იგება გეგმა, თუ როგორი სახის განათლება უნდა მიიღოს მან. 2 |
| 82 | გარემო სადაც, ყველა სწავლობს ყველაფერს ზოგადად და არა კონკრეტულად და არა დასრულებულად 4 | ინკლუზიური განათლება, ჩემი აზრით არის, რაც გჭირდება იმის ცოდნამ თუმცა არ გაინტერესებს 7777 | სპეციალური სკოლა, სადაც არსებობს რაღაც საჭიროება, მიზანი, რაც სჭირდება მოსწავლეს და მხოლოდ იმ მიმართულებით ტარდება გაკვეთილი, რასაც მხოლოდ შენ ქმნი და მასში არავინ ერევა 7777 | როდესაც კლასში სპეციალური საჭიროების მქონე ბავშვები სწავლობენ მხოლოდ 1 | როდესაც განსხვავებულად, შენეული ვერსიით ასწავლი შეიძლება სასწავლო გეგმაში ცოტა ცვლილებები შევიტანო ჩემი სურვილით. 777 |
| 83 | ზოგადსაგანმანათლებლო სკოლა, როდესაც სკოლაში არ სწავლობენ უნარშეზღუდული ბავშვები | ინკლუზიური განათლება, როდესაც კლასში ერთდროულად სწავლობენ როგორც | სპეციალური სკოლაა, სადაც სწავლობენ მხოლოდ უნარშეზღუდულის მქონე ბავშვები | ინტეგრირებული კლასებია, როდესაც კლასში სწავლობენ როგორც უნარშეზღუდული, ისე | ინდივიდუალური სასწავლო გეგმაა, როდესაც ინდივიდუალურად იქმნება რომელიმე ბავშვზე. |

| | | | | | |
|----|---|--|---|--|--|
| | 4 | უნარშეზღუდული ბავშვები, ისე უნარშეზღუდვის არ მქონე ბავშვები 1 | 1 | შეზღუდვის არ მქონე ბავშვები 2 | მაგალითად გიგ გეგმა 2 |
| 84 | ჩემი აზრით, ასეთ სკოლაში არის ისეთი გარემო, სადაც მიიღება ზოგადი განათლება, რომელშიც სწავლობენ როგორც განვითარების შეფერხების მქონე ბავშვები, ასევე ის ბავშვები, რომელთაც ეს პრობლემა არ აქვთ 2 | ინკლუზიური განათლება არის სწავლების ისეთი სტილი, რომელიც გულისხმობს უნარშეზღუდულ ბავშვებთან ერთად განათლების მიღებას. ასეთ გარემოში არის კეთილგანწყობილი დამოკიდებულება ამ ბავშვებისადმი 1 | სპეციალურ სკოლაში სწავლობენ მხოლოდ სპეციალური საჭიროები მქონე ბავშვები. ასეთ სკოლაში არ არის პრობლემის არ მქონე ბავშვები 1 | ასეთი კლასი ფორმირდება მასწავლებლის მიერ და გულისხმობს სხვადასხვა განვითარების , პრობლემის და უპრობლემო ბავშვების ერთად სწავლებას 2 | ინდივიდუალური სასწავლო გეგმა დგინდება პერსონალურად, ის შეიძლება იყოს სხვადასხვა ხანგრძლივობის და შინაარსის. ეს გეგმა შეიცავს კონკრეტული ბავშვის განვითარებისათვის საჭირო ელემენტებს 2 |
| 85 | ზოგადსაგანმანათლებლო სკოლის გარემო არის ისეთი ადგილი, სადაც ყველა ჯამრთელი და შეზღუდული შესაძლებლობის მქონე ბავშვები უნდა სწავლობდნენ ერთად 2 | როდესაც შეზღუდული შესაძლებლობის და ჯამრთელი ბავშვები სწავლობენ ერთად 1 | სპეციალური სკოლა არის სადაც კონკრეტული მოთხოვნებია მოსწავლის მიღებისათვის. და არიან მხოლოდ ჯამრთელი ან არაჯამრთელი ბავშვები 7777 | სადაც ყველა ბავშვი, გამონაკლისის გარეშე ერთად სწავლობს 2 | როდესაც ერთი კონკრეტული ბავშვისათვის დგება გეგმა 2 |
| 86 | ჩემი აზრით, ეს არის ადგილი, სადაც ბავშვი იღებს შესაბამის განათლებას, ანუ ადგილი, სადაც ბავშვი ეუფლება ზოგად განათლებას და ამზადებს მას უმაღლესისათვის 1 | ინკლუზიური განათლება ეს არის უნარშეზღუდული ბავშვებთან და არა მარტო მათთან მოხდეს არაუნარშეზღუდულ ბავშვებთან ურთიერთობა, სქწავლა მათთან ადაპტირება 1 | სპეციალური სკოლა ეს არის მხოლოდ უნარშეზღუდულ ბავშვთა სკოლები, კლასები 1 | ჩემი აზრით, ადგილი, სადაც ბავშვები არიან, ანუ, როგორც უნარშეზღუდულები ასევე არა უნარშეზღუდულები და ჩვეულებრივი ბავშვები 1 | თითოეულ ბავშვზე მორგებული ინდივიდუალური სწავლება 2 |
| 87 | იმისათვის, რომ ყველა ბავშვმა მიიღოს საჭირო ცოდნა საჭიროა გარკვეული პირობები, ყველა საჭირო მასწავლებელი | ეს არის განათლება ყველასათვის, განურჩევლად: ერისა, სქესისა და უნარებისა | სადაც სწავლობენ განსაკუთრებული ბავშვები 1 | სხვა კლასებისაგან გამოყოფილი, სადაც სწავლობენ სპეც. საჭიროების მქონე ბავშვები | ბავშვზე მორგებული სწავლება, გამომდინარე მისი უნარებიდან 2 |

| | | | | | |
|----|---|--|---|--|--|
| | 3 | 1 | | 1 | |
| 88 | ეს არის სკოლა, სადაც უნდა იყოს ისეთი გარემო, რომ ბავშვმა მიიღოს ნორმალური განათლება 3 | ყველას აქვს უფლება, მიიღოს სათანადო განათლება- ეს არის ინკლუზიური განათლების ძირითადი მიზანი 1 | სპეციალური სკოლა არის, სადაც სწავლობენ უნარშეზღუდული ადამიანები, რომელთაც ესაჭიროებათ განსაკუთრებული დახმარება 1 | ეს არის კალსი, სადაც სწავლობს ერთი ან რამდენიმე უნარშეზღუდული პირი 2 | ინდივიდუალური სასწავლო გეგმა არის, რდესაც თითოეულ ბავშვს ასწავლი მისი რეალური შესაძლებლობებიდან გამომდინარე 2 |
| 89 | ზოგადსაგანმანათლებლო სკოლის გარემო გულისხმობს სასწავლო პროცესის ეფექტურად მუშაობისთვის საწირო პირობების შექმნას 3 | ინკლუზიური განათლება არის, როდესაც ჩვეულებრივი კლასებში არსებობენ განსაკუთრებული შესაძლებლობის მქონე პირები და მათთვის იქმნება სპეციალური სასწავლო გეგმა 1 | სპეციალურ სკოლაში სწავლობენ ერთი სახის, დაავადების მქონე პირები. მაგ, სმენადაქვეითებულები, გონებრივად ჩამორჩენილები და ა.შ. 1 | სადაც სწავლობს როგორც განსაკუთრებული შესაძლებლობების მქონე პირები, ასევე ჩვეულებრივი განათლების მქონე ბავშვები 2 | ინდივიდუალური სასწავლო გეგმა იქნება სპეციალური შესაძლებლობების მქონე პირთათვის. მას ქმნის მასწავლებელი, სპეც პედაგოგი, მშობლები. არსებობს მოკლევადიანი და გრძელვადიანი სასწავლო გეგმა 1 |
| 90 | ზოგადსაგანმანათლებლო სკოლა არის გარემო, სადაც სწავლობენ ჩვეულებრივი შესაძლებლობის მქონე ბავშვები 4 | ინკლუზიური განათლება არის, როდესაც ჩვეულებრივი შესაძლებლობის მქონე ბავშვებთან ერთად განათლებას ღებულობენ უნარშეზღუდული ბავშვები 1 | სპეციალური სკოლა არის, სადაც სწავლობენ განსაკუთრებული საჭიროების მქონე ბავშვები 1 | კლასი, რომელშიც ერთად სწავლობს უნარშეზღუდული და ჩვეულებრივი ბავშვი 2 | ინდივიდუალური სასწავლო გეგმა არის ისეთი გეგმა, როდესაც გეგმა გათვალისწინებულია ყველანაირი შესაძლებლობის მქონე ბავშვზე 2 |
| 91 | სადაც სწავლობენ ყველა კატეგორიის ბავშვები 2 | ინკლუზიური, სადაც ისწავლება უნარშეზღუდულ ბავშვებთან ურთიერთობა 777 | სხვადასხვა საჭიროების მქონე ბავშვები სწავლობენ 1 | ჩვეულებრივი და უნარშეზღუდული ბავშვები სადაც სწავლობენ 2 | თითოეული ბავშვისათვის უნდა არსებობდეს საჭირო პირობები, უნდა იყოს გათვალისწინებული თითოეული ბავშვის ინტერესები და უნდა დაგეგმოს წინასწარ სასწავლო წლის დაწყების წინ თითოეული ბავშვისთვის მოქმედების გეგმა 1 |
| 92 | სადაც სწავლობენ როგორც | ინკლუზიური სწავლება | სადაც უნარშეზღუდულები | 777 | რომელიც გარკვეულ |

| | | | | | |
|----|--|--|--|---|--|
| | ჩვეულებრივი, ასევე შეზღუდული უნარების მქონე ბავშვები 2 | ყველას აძლევს მიიღოს თანასწორუფლებიანი განათლება როგორც უნარშეზღუდულმა, ასევე ჩვეულებრივმა ბავშვებმაც 1 | სწავლობენ 1 | | ინდივიდზე გათვლის სწავლი გეგმას 2 |
| 93 | სკოლა, სადაც ბავშვები იღებენ განათლებას 1 | ინტეგრირებული სწავლება უნარშეზღუდული და ჩვეულებრივი ბავშვების 1 | სადაც სწავლობენ უნარშეზღუდული ბავშვები 1 | სადაც იღებენ ინკლუზიურ განათლებას 2 | უნარშეზღუდული ბავშვებისთვის შედგენილი გეგმა 1 |
| 94 | ანუ ინკლუზიური სკოლა 2 | განათლება ყველასათვის განურჩევლად უნარებისა 1 | სკოლა, სადაც სწავლობენ მხოლოდ შშმ პირები 1 | კლასი, სადაც სწავლობს ერთი ან რამდენიმე შშმ ბავშვი 2 | სწავლების გეგმა, რომელიც ინდივიდუალურად არის შედგენილი კონკრეტული ბავშვისათვის 2 |
| 95 | ეს არის ადგილი, სადაც ბავშვი მისთვის კომფორტულ გარემოში ღებულობდეს მაქსიმალურ განათლებას 3 | ეს არის განათლების ის მეთოდი, რომელშიც მონაწილეობას მიიღებს ყველა ბავშვი მიუხედავად მისი ფიზიკური და გონებრივი მონაცემებისა 1 | ეს არის სკოლა, სადაც სწავლობენ გონებრივადშეზღუდული ბავშვები 1 | სადაც შერეულია ყველა ბავშვი განურჩევლად გონაბრივი და ფიზიკური მაჩვენებლისა 2 | როდესაც სწავლება მიმდინარეობს მხოლოდ ერთ ბავშვზე 7777 |

Appendix 5 Correlation of Overall Knowledge and Practical Experiences According to Specialties and Their Significances

| Specialty Group N | Correlations and their significances |
|-------------------|--|
| 1 | .509, $p < 0.05$ Positive Correlation is significant |
| 2 | .431, $p > 0.05$ Positive Correlation is not significant |
| 3 | .543, $p < 0.01$ Positive correlation is significant |
| 4 | .604 $p > 0.05$ Positive correlation is not significant |
| 5 | 1.000 $p < 0.01$ Positive correlation is significant |
| 6 | .378 $p > 0.05$ Positive correlation is not significant |
| 7 | -.641 $p > 0.05$ Negative correlation is not significant |

Appendix 6: Letter of Request for Undertaking Field work and Research



UNIVERSITY
OF OSLO

Department of Special Needs Education

P.O.Box 1140, Blindern
N-0318 Oslo
NORWAY

Your ref:
Our ref: 05/09 ST/db
Contact person: Denese Brittain d.a.brittain@isp.uio.no

Visiting address:
Helga Eng's Building
3rd and 4th floor

Date: June 8. 2009

Telephone: + 47 22 85 80 59
Telefax: + 47 22 85 80 21

FACULTY OF EDUCATION

TO WHOM IT MAY CONCERN:

This is to certify that **BARKAIA, Tsira**, date of birth 27.06.1985, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student is currently in the second semester of the initial study period in Norway and will be working on the collection of data and the writing of a thesis during the autumn semester 2009. This involves a period of field work in Georgia from 1 July to 31 December 2009. The student will then return to Norway for the final part of the degree. The period of study will be completed at the end of May 2010.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables her to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Steinar Theie".

Ass. Professor Steinar Theie
Academic Head of International Master's Programme
Department of Special Needs Education

Institutt for spesialpedagogikk
Det utdanningsvitenskapelige fakultet
Universitetet i Oslo
Norge